DOCUMENT RESUME

ED 328 089 FL 019 059

AUTHOR	Fradd, Sandra H.
TITLE	An Annotated Bibliography of Research and Professional Publications Relevant to the Education of Handicapped, Limited English Proficient Students and Their Families.
INSTITUTION	Florida Atlantic Univ., Boca Raton. Multifunctional Resource Center.
PUB DATE	Sep 90
NOTE	80p.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Acculturation; *Ancillary School Services; Annotated Bibliographies; Attribution Theory; Compliance (Legal); *Curriculum Design; Deaf Interpreting; Deafness; *Disabilities; Educational Policy; Educational Technology; Elementary Secondary Education; Hearing Impairments; Individualized Education Programs; Language Tests; *Limited English Speaking; Mental Health; Migrant Education; Parent Participation; *Public Policy; Sociocultural Patterns; Special Education; *Student Evaluation; Vocational Education

ABSTRACT

This annotated bibliography includes over 250 citations of research reports, monographs, program descriptions, handbooks, measurement instruments, and journal articles on a variety of aspects of education for students with both disabilities and limited English skills. Listings are in four sections, namely: (1) Assessment (alternative assessment practices, general assessment issues and practices, and language assessment); (2) Instruction and Program Development (curriculum and instructional practices, including attribution theory and learned helplessness, culture, acculturation, and sociocultural factors affecting the learning process, deaf and hearing impaired learners, individual education plans, migrant students, prereferral screening and instructional activities and interventions, technology, and vocational education); (3) Training and Services (mental health concerns, model programs, parent involvement, personnel training, and using interpreters and translators); and (4) Legal and Policy Information (educational policy for the deaf, speech/language policy and services, and vocational education policy). (MSE)

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AN ANNOTATED BIBLIOGRAPHY OF RESEARCH AND PROFESSIONAL PUBLICATIONS RELEVANT TO THE EDUCATION OF HANDICAPPED, LIMITED ENGLISH PROFICIENT STUDENTS AND THEIR FAMILIES

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AN ANNOTATED BIBLIOGRAPHY OF RESEARCH AND PROFESSIONAL PUBLICATIONS RELEVANT TO THE EDUCATION OF HANDICAPPED, LIMITED ENGLISH PROFICIENT STUDENTS AND THEIR FAMILIES

About the bibliography...

The development of a comprehensive, annotated bibliography on any professional topic requires that decisions must be made regarding the organization and the inclusion of specific contents. There are a number of citations listed here which could also be listed under a different heading. Care was taken in making the listing decisions to keep the major topics broad and comprehensive, while at the same time including appropriate specific information. For this reason, some topics have been subsumed within broader categories, specifically the areas of " Instruction and Program Development and "Legal and Policy Information." Other categories have been expanded to provide the reader with a choice of broad listings, as is the case with "Assessment" and "Legal and Policy Information." There are several reasons for this organization: (1) to permit the reader to choose the specific desired topics and information, and (2) to enable this version of the bibliography to serve as a working document which can continue to be developed as new publications become available. Suggestions for the improvement and updating of the bibliography are welcomed.

Sandra H. Fradd, September 1990

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ALTERNATIVE ASSESSMENT PRACTICES

Arlington County Public Schools. (1986). Guidelines for identifying limited English proficiency students with special needs (Revised edition). Arlington, VA: Author, (NCBE Accession No. BE 016 604, 1-800-321-6223).

This manual provides regular, English for speakers of other languages and high intensity English language teachers with step by step guidelines for identifying limited English proficient students with learning difficulties and referring them to a student study committee. The manual is divided into four major sections, plus appendices. The introductory section suggests that any student who remains in the special English programs for more than three years should be suspected of having learning difficulties. The second section outlines the referral process including suggestions for teachers on how to proceed when a learning difficulty is first suspected. Specific suggestions are included for modifying the regular classroom procedures and strategies to facilitate instruction as well as developing individualized programs for handicapped students. The third section offers guidelines for administering the eligibility evaluation components including the psychological, educational, and speech and language assessment components. The use of translators and procedures for communicating with parents is discussed in the final section. The appendices contain a checklist for screening students and for making classroom modifications, a sample referral packet, and intake center assessment procedures.

Benavides, A. (1986). Guidelines for the implementation of the initial screening for students from a Non-English background (Form B-1). (ERIC Reproduction No. ED 291 176).

This document provides detailed guidelines for completing the Prereferral Screening Instrument, designed to determine whether a student from a Non-English language background, suspected of needing special education, should be referred for a case study evaluation and whether the study should be conducted bilingually. The instrument can be completed by school personnel who know the student best. The instrument meets federal and state of Illinois regulations. It does not require the administration of any, but does require that the student's language proficiency assessment be current. Information on general background, prior education, educational services received, and achievement in terms of behavioral characteristics are components of the instrument.

Benavides, A. (1987). High risk predictors and prereferral screening for language minority students. Paper presented at the Annual Children with Exceptional Needs Conference, Los Angeles, .CA. (ERIC Reproduction No. ED 291 175).

The paper describes the development and use of the Prereferral Screening Instrument (PSI). Prereferral screening is recommended to reduce bias and erroneous classification of students who appear to have learning difficulties. The PSI does not require the administration of any assessments or evaluations, and can be completed from information in the student's records or obtained from the parents by staff who are most familiar with the student. It contains information on the student's general background, educational information, achievement-behavioral profile, and previous testing information. A visual profile is developed to assist in identifying the cause for concern and appropriate interventions for the student. A copy of the instrument in appended.

Brigance, A. H. (1986). Diagnostic assessment of basic skills. (Portuguese Edition). San Jose, CA: San Jose State University. (NCBE Accession No. BE 016 248, 1-800-321-6223).
This comprehensive, multipurpose resource for bilingual, English as a second language, migrant, and bilingual special education programs is designed to be used with preschool, elementary, and middle school Portuguese speaking students. The instrument can be used as an indicator of language dominance, a screening process for identifying achievement level, an in depth diagnostic instrument, an instructional guide, and a record keeping and tracking system. It contains screening forms for each grade level and tests designed to measure readiness, speech, functional word recognition, oral reading, reading comprehension, word analysis, listening, writing, and alphabetizing, numbers and computation, and measurement, as well as detailed instructions for the teacher for each test. The appendices provide guidelines for meeting state and federal assessment requirements and information correlating the information obtained from this instrument to the Brigance Comprehensive Inventory of Basic Skills.

Cummins, J. (1986). Psychological assessment of minority students: Out of context, out of focus, out of control. Boulder, Colorado: BUENO Center for Multicultural Education, (NCBE Accession No. BE 016 003, 1-800-321-6223).
Discriminatory assessment of minority students is virtually inevitable when the process focuses exclusively on the student and ignores the societal context within which students develop and schools attempt to educate them. The standardization procedures for verbal tests make it inevitable that items which might be fair to a particular minority group will be screened out in the item analysis phase because these items are likely to be unfair to the major group. In addition, current assessment practices ignore the historical context within which the myth of bilingual handicaps was created. Role relationships between psychologists and minority students mirror the conditions that helped to create that myth. The assumptions behind the construct "learning disability" are questionable and prejudicial to language minority students. The disabilities might be pedagogically not psychologically induced. There is evidence that when educators redefine the pattern of role relationships established between teachers and students and between schools and communities, the incidence of learning difficulties is greatly reduced. The alternative role definition is an advocacy role in which the educator or psychologist become the advocate for the child by critically scrutinizing the societal and educational context within which the child has developed.

Jones, R. (1988). Psychoeducational assessment of minority group children: A casebook. Berkeley, CA. (NCBE Accession No. BE 016 629, 1-800-321-6223).

This book is a compilation of alternative methods for conducting psychoeducational assessment of minority students. A variety of different strategies are suggested. Case studies are offered to illustrate these approaches. Topics covered include dynamic assessment, adaptive behavior assessment, behavioral assessment, bilingual assessment, group methods and informal strategies.

Maya, E. & Fradd, S. H. (1990). In V.I. Correa & S. H. Fradd (Eds.) Module 2: Language assessment. The University of Florida, Gainesville, FL: Bilingual/ESOL Special Education Collaboration and Reform Project..

This module provides guidelines for the assessment of student language development. Emphasis is placed on developing specifically defined assessment environments that promote student-environment interaction in order to elicit language in context. Included are procedures for eliciting, analyzing, and interpreting language samples, and forming hypotheses which are useful in planning curriculum and learning strategies that meet the needs of non-English language background students with special needs.

Reichman, S. & Zyskowski, G. (1988). Testing approaches and uses with bilingual special needs students. (NCBE Accession No. BE 016 733, 1-800-321-6223).

This paper describes a workshop addressing the problems inherent in using standardized tests to differentiate between students who would be best served by bilingual programs and those who require special needs programs Assessment procedures are outlined, specific problem areas are noted, and various test instruments are discussed. This discussion includes oral language proficiency devices, language dominance tests, standardized achievement tests, placement and diagnostic tests, criterion referenced skills checklists, and learning disability screening devices. Other sources of information which can be used to supplement test scores are discussed and include existing records questionnaires, interviews, and observations.

Sue, S. (1988). Sociocultural issues in the assessment and classroom teaching of language minority students. Sacramento, CA California State Department of Education. (NCBE Accession No. BE 016 877, 1-800-321-6223).

This monograph discusses the importance of sociocultural factors in education, examines problems inherent in assessing and evaluating language minority students, and discusses how educators can take sociocultural factors into account. Suggestions include: (1) know the referral reason; (2) select tests based on reliability and validity; (3) use caution in interpreting test results and employing more than one measure, and (4) avoid making inferences not warranted by the tests. Various teaching approaches that can be used with culturally diverse children are discussed and concrete suggestions are provided to enable educators to become more proficient and effective in the assessment and instruction of language minority students.

Tinloy, M., Tam, A. & Leung, B. (1988). Assessment of Chinese speaking limited English proficient students with special needs. Sacramento, CA: California State Department of Education. (NCBE Accession No. BE 016 879, 1-800-321-6223).

This manual provides information for a one-day training program for education professionals involved with the assessment of Chinese-speaking children with special needs. The program is divided into three modules: Chinese culture, the psychological assessment process, and language assessment. Each module contains an introduction which explains concepts to be presented an outline of objectives and outcomes, and suggestions for workshop activities and group discussion. Handouts are provided in a separate packet.

Vallejo, M. L. & Others. (1985). Proposed guidelines for non-discriminatory assessment of L. E. P students with special needs. (NCBE Accession No. BE 016 000, 1-800-321-6223).

The guidelines developed by a taskforce of specialists in Rhode Island and Massachusetts are intended to supplement the laws and regulations that are applicable to limited English proficient students with special needs. There are five categories within the guidelines: general guidelines for professional qualifications and practices; (2) language and educational assessment; (3) psychological assessment; (4) parent participation; (5) implementation. Guidelines cannot be implemented in a regulatory or authoritarian format. Technical assistance, training resources, and other incentives must be made available to communities. It is suggested that the training existing personnel within the communities is more effective than brining in an evaluation team from outside the community. Pilot projects for implementing the guidelines should be promoted.

Watson, D. L., Omark, D. R. Grouell, S. L. & Heller, B. (1987). Nondiscriminatory assessment: Practitioners handbook, (Vol. 1), and Test Matrix, (Vol.2). San Diego, CA: Los Amigos Research Associates. (NCBE Accession No. BE 016 230 1-800-321-6223).

These two volumes describe a system of nondiscriminatory assessment for identifying limited English proficient children in need of special services. Volume one contains for assessment models: the medical, the social system, the pluralistic society model, and the holistic model. Part two outlines a four phase decision making model and specific strategies for developing an assessment plan and developing specific techniques for testing a child, developing observational procedures, and using local norms. It also contains information on tests in a variety of categories.

Winton, S. & Grossman, H. (1986). Bilingual home inventory (Pilipino, Spanish, and Portuguese). San Jose, CA: San Jose State University, Department of Special Education. (NCBE Accession No. BE 016 003, 1-800-321-6223).

These three volumes are the Pilipino, Spanish, and Portuguese versions of the Bilingual Home Inventory, a culture-specific instrument for special educators to use in assessing severely disabled limited English proficient students. In order to identify the functional skills most critical for an individual student, an environmental inventory is prepared which includes making a list of current and potential environments in which the student must function, visiting these environments and listing the subenviron-ments within each, listing specific activities that occur routinely in each subenvironment, and analyzing these activities to determine what skills are required. Each volume contains the complete text in both English and the native language, comprehensive instructions for the interviewer, and rating forms. This information can be used to extend the current procedures within the languages for which the instruments were developed or for use in the development of additional instruments in languages for which none currently exist.

GENERAL ASSESSMENT ISSUES AND PRACTICES

Alvarado, E. (1987). Guide to assessing children for whom English is a second language. Paper presented at the Annual Convention of the Council for Exceptional Children, Chicago, Il; ERIC/OSEP Special Project on interagency Information Dissemination, (ERIC Reproduction No. ED 286 303).

This paper reviews formal and informal evaluation procedures and suggests ways to improve assessment practices. Improved practice includes procedures for collecting students' educational history and information about the community settings in which the students live. Translators who are used should be trained and encouraged to provide information about cultural nuances and taboos within the language. This document contains an appendix of informal questions to be used in assessing students.

Bernstein, D. K. (1989). Assessing children with limited English proficiency: Current perspectives. Topics in Language Disorders, 9(3), 15-20. (EJ 393 728, Dialog).

Appropriate identification/assessment of limited English speaking students requires the use of both standardized and nonstandardized assessment instruments and techniques, and the use of speech-language pathologists or interpreters who are proficient in the student's native language. Specific suggestions are offered for improving the assesesment process and for effectively using the services of interpreters.

Butcher, J. N. (1989). Cross-cultural psychological assessment: Issues and procedures for the psychological appraisal of refugee patients. Minneapolis, MN: Minnesota University, Minneapolis Refugees Assistance Program. (ERIC Reproduction No. ED 308 425).

This report addresses some of the problems and issues involved in psychological assessment of refugee clients in mental health programs and surveys the assessment procedures in current use. Part I discusses the problems and issues involved in the psychological assessment of ethnic minority refugee clients, summarizes some of the background factors that influence the choice of assessment instruments for use with refugees and highlights some limitations of cross-ethnic assessment. Part II identified some of the promising procedures. Part III provides a summary and conclusion along with recommendations for improving the quality of psychological assessment in refugee programs.

Collier, C. (1988). Assessing minority students with learning and behavior problems. Lindale, TX: Hamilton Publications.

This book addresses the topic of assessment as applied to minority students. The book is written for teachers, diagnosticians, and other educators responsible for formal and informal assessment. The issues addressed in this book include special assessment considerations related to language, culture, acculturation, test bias, referral and staffings, as well as types of data important to gather in the total assessment process of minority students. The author also provides detailed coverage of preferral and diagnostic interventions to assist in the complete and meaningful assessment of minority students and a detailed model to follow in the assessment of minority students with learning and behavior problems.

Duran, R. P. (1989). Assessment and instruction of at-risk Hispanic students. Exceptional Children, 56(2), 154-158.
This article summarizes some of the key limitations underlying existing standardized test use with Hispanic students. It also explores recent developments in testing, teaching and learning research that suggest major improvements in the way testing and assessment can be developed as tools for promoting Hispanic and other students' learning. Assisted performance and dynamic assessment are discussed in the context of individual education plans and a test-train-test cycle.

Figueroa, R. A. (1989). Psychological testing of linguistic-minority students: Knowledge gaps and regulations, Exceptional Children, 56(2), 145-152.
Bilingualism is like random chaos for psychometrics. The literature on testing repeatedly has documented the existence of robust and persistent anomalies in the test scores of bilingual students. School psychology, conceivably the most test-dependent and test-defined profession, is the recipient of an inadequate technology and knowledge base, which exposes its growing bilingual clientele to needless levels of error and misdiagnosis. The lack of viable regulations regarding the testing of bilingual pupils exacerbates the already difficult problems confronting school psychologists and the language minority students they attempt to serve.

Fourqurean, J. M. (1987). A K-ABC and WISC-R comparison for Latino learning-disabled children of limited English proficiency. Journal of School Psychology, 25(1), 15-21, (EJ 353 522, Dialog).
This article examined the performance of Latino learning-disabled children of limited English proficiency on the Kaufman Assessment Battery for Children (K-ABC) and the Wechsler Intelligence Scale for Children-Revised (WISC-R). All subscales of the two instruments correlated significantly, except the K-ABC Sequential scale, which failed to correlate significantly with any WISC-R scale.

Hamayan, E. V. & Damico, J. S. (Eds.) (1991). Limiting bias in the assessment of bilingual students. Austin, TX: Pro-Ed.
This is a comprehensive text book suitable for both university and inservice instruction presents a gamit of assessment issues related to the needs of limited English proficient and bilingual students. Both theoretical and practical topics are included by a variety of different authors. Topics include demographics and legal precedents, description of communicative language proficiency, educational assessment, cognitive assess, programing which links instruction and assessment.

Lee, A. (1989). A socio-cultural framework for the assessment of Chinese children with special needs. Topics in Language Disorders, 9(3), 38-44, (EJ 393 730, Dialog).

Subcultural differences existing among various Chinese immigrant groups are described, through examination of such cultural characteristics as language, religions, philosophy and family life. Two case studies reveal the difficulties inherent in conducting educational evaluations of Chinese children with special needs.

Maldonado-Colon, E. (1986). Assessment: Interpreting data of linguistically/culturally different students referred for disabilities or disorders. Journal of Reading, Writing and Learning Disabilities International, 2(1), 73-83 (EJ 341 248, Dialog).
The validity of linguistic evaluations of culturally and linguistically different children referred for special education placement is questioned. Such steps as better preparation for all teachers working with this population and advanced training for diagnsoticians to facilitate optimal assessment and intervention with specific populations are recommended.

Metz, I. B. (1988). The relative importance of language and culture in making assessment decisions about Hispanic students referred to special education. The Journal for the National Association for Bilingual Education (NABE), 12(3), 191-218.
The responses of seven educational diagnosticiains were compared on their evaluations of Hispanic students referred fro special education services. Results reveal that language and culture variables were not given equal consideration across settings. Higher reliability occurred when diagnosticians were aware of their own decision-making processes.

National Commission on Testing and Public Policy. (1990). From gatekeeper to gateway: Transforming testing in America.
The United States no longer has an abundant skilled labor supply. Instead, it faces a labor force composed largely of linguistically, racially, and culturally diverse persons whose talents are largely underdeveloped and under utilized. Yet global competition and interdependency require that all available persons be prepared to enter the workforce. Growing overreliance on testing over the past few decades has eliminated a large portion of the available talent on which the nation must depend. The purpose of this report is to summarize the difficulties with current testing procedures and offer recommendations for restructuring the process. The report is available in both the executive summary and the full version. Discussion includes both general and specific types of testing as they relate to the needs of minority persons and the changing economy

New York City Board of Education. (1987). Test resource guide, 1987. Brooklyn: Division of Special Education. (ERIC Reproduction No. ED 288 896).
This guide is designed to provide professionals with a compendium of assessment devices for use in decision making, determining eligibility, planning an instructional program, providing educational services, and charting student progress. It contains 340 pages of testing information. Test reviews include a comprehensive overview of specific data. A wide range of tests are reviewed including tests of academic functioning, readiness, reading, language arts,

mathematics, adaptive behavior, cognitive functioning, communication and language, perceptual and motor functioning, social and emotional assessment, bilingual and English language proficiency, and vocational assessment.

Nuttall, E. V. (1987). Survey of current practices in the psychological assessment of limited English proficient handicapped children. Journal of School Psychology, 25(1), 53-61. (EJ 353 526, Dialog).
This article discusses current psychological and educational assessment practices used with elementary school limited English proficient children through a national study of local educational agencies with handicapped limited English proficient students mainstreamed into bilingual education programs. Results indicate that testing approaches most frequently used across the nation were the common culture approach and tests translated from English to the students' languages.

Schearer, M. (1986). A review of Chapter 53 screening. New York: New York City Board of Education, Office of Educational Assessment (ERIC Reproduction No. ED 287 236).
This research report provides an evaluation of a screening program to identify potentially gifted or handicapped children among new entrants to New York City schools. Chapter 53 of the New York State Education Laws requires screening of students in the areas of physical development, cognitive skills, receptive and expressive language, articulation, and gross and fine motor skills. The overall findings indicated a need for more comprehensive evaluation procedures and practices. The evaluation consisted of a survey of screening staff, technical analysis of the screening instruments used, and a review of the reliability and validity data for the primary level screening instrument, the Brigance K and I Screen. Findings indicate that 15% of New York City students are involved each year in screening, of whom 57% are kindergarten or grade 1 students, and that 85% of the English speaking, but only 63% of the limited English proficient students were fully screened by the end of the school year. Among the report's recommendations, the following are stressed: the need for centrally issued specifications on program objectives, the consideration of screening purposes in the establishment of cutoff scores, and the provision of equitable screening for limited English proficient students.

Whitworth, R. H. (1988). Comparison of Anglo and Mexican American male high school students classified as learning disabilities. (NCBE Accession No. BE 016 345, 1-800-321-6223).
Two groups of 80 Mexican-American and Anglo male high school students were administered the Wechsler Adult Intelligence Scale (WAIS) and the Wide Range Achievement Test (WRAT). Half of each group was classified as learning disabled and half attended regular classes and were included as normal controls. The WAIS Verbal, Performance, and Full-Scale IQs, all WAIS subtests, Reading, Spelling, and Arithmetic WRAT scores were analyzed by 19 two-way analyses of variance, which revealed significant ethnic differences for Verbal and Full-Scale scores for both the learning disabled and controls. No significant differences were noted in either the WAIS Performance or academic performance scores between Anglo and Mexican-American learning disabled

students suggesting that differences may be due to limited English proficiency or sociocultural factors rather than true learning disabilities. Results suggest reconsideration of the classification criteria for learning disabilities, especially when bilingual or minority status is involved.

Willig, A. C. (1986). Special education and the culturally and linguistically different child: An overview of issues and challenges. Journal of Reading, Writing, and Learning Disabilities International, 2 (2), 161-173. (EJ 349 290, Dialog).

Specific topics addressed in this article include long term planning, language assessment, cognitive assessment and instruction. Emphasis is placed on testing in the dominant language, and the use of two languages in the determination of learning problems in bilingual and limited English proficient students.

LANGUAGE ASSESSMENT

Benmaman, V. & Schenck, S. J. (1986). Language variability: An analysis of language variability and its influence upon special education assessment. Charleston, SC. (ERIC Reproduction No. ED 296 532).
This 3-year study sought to determine whether language differences between Gullah-influenced and English speaking students in Charleston County, South Carolina, influenced test performance and subsequent interpretation of test results. Results indicated that degree of control of standard English significantly affected student performance on the Wechsler Intelligence Scale for Children-Revised. Implications for possible misdiagnosis and placement are discussed in the context of an examination of the referral process. Classes in standard English are suggested as an alternative for all students who need such instruction.

Berman, H. B. (1990). The speech event argument in male Hispanic elementary school ESL learners in a New York community. Dissertation abstracts international, 50(9), 2813-A, (DA9004264).
This investigation was conducted in order to gain insight into the English verbal behavior of male Hispanic elementary school ESL students, to identify the functions, forms, content, and conversational patterns manifested in arguments involving these students. Special attention was directed to the function of "insult" and argument. A speech act set was developed for insult, including aspects of the discourse situation, as well as semantic formulas.The appearance of 16 different functions suggests confirmation of these speech events. The forms and conventional patterns used by the subjects reflect their ability to manipulate linguistic elements in conjunction with particular speech acts and topics. An analysis reflects the subjects' cultural and social knowledge as well as the norms and values of the speech community. The subjects engaged in ritualized patterns similar to those of urban Black American youth, and suggests support of findings related to the influence of black American speech upon that of Hispanic peers. This information can be of use to school personnel interested in differentiating language and behavior disorders from culturally appropriate behavior. These data provide insight into linguistic and cultural differences which may be considered deviant by the mainstream culture, but appropriate within the context and culture in which they occur.

Bialystok, E. (1986). Children's concept of word. Journal of Psycholinguistic Research, 15(1), 13-32.
The development of the concept of word as a unit of speech is a metalinguistic insight that usually corresponds to the acquisition of literacy skills. Further, as a fundamental aspect of language structure, it converges with skills involved in bilingualism. A framework that describes the structure of metalinguistic awareness is applied to this task in order to relate the development of word concept to literacy and bilingualism. Children between the ages of 4 and 7 years who were prereaders or early readers, and bilingual or monolingual, were given three tests of the concept of word. The results show that concept of word emerges gradually and is evident to some extent even in the 4-year olds.

Further, literacy and bilingualism were shown to promote specific aspects of its development. This insight in important in understanding the normal process of metalinguistic development and how that process may differ with developmentally delayed bilingual children.

Cohen, L. A. (1990). Cloze responses of below-average bilingual and monolingual third-graders. Dissertations abstracts international, 50(10), 3195-A.
(DA 892 6605).
The purposes of this study were to (a) compare the number of correct responses of below-average bilingual (Spanish-surnamed third grade pupils to those made by below-average monolingual native speakers of English on both narrative and expository cloze passages; (b) analyze and compare the types of incorrect responses made by both groups in order to gain insights into the pupils' syntactic and semantic cueing systems, and (c) compare each group's cloze test scores in English to scores on the Degrees of Reading Power Test (DRP). Results of the analysis of incorrect responses indicated that the below-average third grade bilingual readers of English in this study generally employed strategies similar to their monolingual peers. The bilingual subjects, however, committed the types of errors which were syntactically acceptable but semantically unacceptable within the expository passage significantly more frequently than the monolingual subjects. Significant correlations were found between both types of passages and the monolingual DRP scores. There were no significant correlations between the DRP and the bilingual cloze passage scores.

Cole, J. T. & DeLeon, J. (1985). An investigation into the development and validation of an assessment procedure for identifying language disorders in Spanish/English bilingual children. New Mexico State University, Las Cruces, New Mexico. (ERIC Reproduction No. ED 260 859).
Sixty Mexican American children (20 language disordered, 20 not qualifying for placement, and 20 comparison students) participated in a study to develop and validate as assessment procedure to determine language disorders in Spanish/English bilingual children. The assessment procedures included subject testing, parent interviews, and teacher checklists. The investigation did not produce recommendations on evaluation measures that appeared to discriminate difference in language disordered and non-disordered students. The findings demonstrate the complexity of attempting to develop and validate a procedure for differentiating language disorders from normal second language disfluencies.

Duquette, G. J. (1988). The establishment of a language assessment and development centre for minority language children with special needs. Education-Canada, 28(1), 22-27. (EJ 380 699).
This article outlines 10 principles of language acquisition supporting the view that language minority children with special needs require special consideration. A vehicle for addressing these instructional needs is described in this article.

ERIC/OSEP Special Project on Interagency Information Dissemination. (1989). Research and resources on special education. (ERIC Clearinghouse on Handicapped and Gifted children).

This special publication provides an overview of the issues and concerns associated with the assessment of bilingual Hispanic students. Topics covered include: language dominance, language loss, cultural differences, diagnostic instruments, language assessment, and needed research.

Fischer, S & Strum, I. (1986). Procedure for establishing a cut-off score for determining limited English proficiency among severely and profoundly handicapped students. Paper presented at the Annual meeting of the American Educational Research Association. (ERIC Reproduction No. ED 275 708).

A five item rating scale was developed for the New York City schools to determine eligibility for English as a second language instruction in category C, exceptional students determined to be equally proficient in English and another language but exempted from testing because of handicapping conditions. Most students follow a curriculum of daily living skills, and many are nonverbal. The test was piloted with 163 students including severely, trainable, and profoundly mentally handicapped and autistic children. Meaningful responses, whether verbal or nonverbal, indicated proficiency. Both English-speaking and bilingual samples were included. Results of the test sample indicate that the assessment was both reliable and valid in differentiating between bilingual and English-speaking groups. Different cut-off scores are suggested for verbal and nonverbal groups. The test and testing instruction are appended.

Fitzgerald, J. & Miramontes, O. (1987). Language assessment barriers in perspective. Academic Therapy, 23(2), 135-141. (ERIC Clearinghouse on Language and Linguistics, 2,89; EJ 362 265).

This article clarifies the role of monolingual English specialists in the pre-referral process for culturally and linguistically different students. A question and answer format is suggested to help specialists assess language and learning disorders and to plan interventions.

Grosjean, F. (1985). The bilingual as a competent but specific speaker-hearer. Journal of Multilingual and Multicultural Development, 6(6), 466-77. (EJ 329 914).

In spite of the fact that half of the world's population is bilingual, bilingualism has been studied from the monolingual point of view and therefore not fully understood in that context. Each bilingual is not the sum of two monolinguals, each with his or her own complete, separate and isolatable language competencies. The bilingual manifests unique and specific linguistic development. A more just comparison of bilingual and monolinguals requires investigation into the nature, structure and organization of bilingual language learning. Because the needs and uses of the two languages are usually quite different, bilinguals are rarely complete and equally fluent in both languages. They may possess the same communicative competence as monolinugals but use two languages to achieve different ends. The coexistence and interaction of both of the bilingual's languages should be studied, instead of only one language in isolation. Tests of bilingual subjects, particularly children, should take into account the different situations and domains in which the languages are used. It is important to distinguish between the structuring and re-structuring of a language by becoming bilingual, and attaining a stable level of bilingualism. A bilingual view of bilingualism has a positive contribution to make to research in their field and encourages school personnel not to dismiss or label children or adults as alingual or semilingual. This article has relevance for those seeking to develop appropriate assessment procedures for bilingual handicapped students.

Hoffmann, C. (1985). Language acquisition in two trilingual children. Journal of Multilingual and Multicultural Development, 6(6), 479-495. (EJ 329 915).
This article deals with the language development of two children aged eight and five, who acquired two languages, Spanish and German, simultaneously from birth, and a third, English when very young. The different circumstances of the acquisition of the third language have resulted in distinct patterns of linguistic development and proficiency. The article first considers certain linguistic aspects of language development and goes on to take into account wider social and psychological factors which have influenced the children's rate of acquisition, the proficiency attained, and the communicative strategies employed. Reference is made to the largely similar acquisition of the phonological grammatical and lexical systems of German and Spanish. This is followed by a brief outline of their acquisition of English, which followed a slightly different process in the case of each child. The overall aim is to make a contribution to longitudinal case studies of the development of bilingual children. Attention is therefore focussed on the issues normally associated with this development, including social and psychological aspects. Patterns of interference and code-switching, language dominance, and the role of parents, the social environment and the child's personality are discussed.

Kvaal, J. T., Shipstead-Cox, N., Nevitt, S. G., Hodson, B. W. & Launer, P. B. (1988). The acquisition of 10 Spanish morphemes by Spanish-speaking children. Language, Speech , and Hearing Services in Schools, 19 (4), 384-394.
(EJ 380 087).
Spontaneous language samples were obtained from 15 Mexican-American monolingual Spanish-speaking children between the ages of 2:0 and 4:8. The samples were analyzed for acquisition of 10 morphemes. The results of this investigation indicated that the acquisition sequence of these subjects began with demonstratives, articles, copulas, and the regular present indicative, followed by irregular present indicative, regular preterite indicative, plurals, possessive de, and finally preposition en and irregular preterite indicative. This information is important in the development of a profile of the development of the acquisition of Spanish.

Langdon, H. W. (1989). Language disorder or difference? Assessing the language skills of Hispanic students. Exceptional Children, 56(2), 160-167.
Results from a study on current practices of Spanish-speaking speech and language specialists are reported. Analyses of the data indicate that a heavy

diagnostic emphasis continues to be placed on the results of discrete-point tests. A protocol to assess limited English speaking students suspected of a language or learning disability is offered.

Lewis, J. & Others. (1989). Identifying the language-learning difficulties of Hmong students: Implications of context and culture. Topics in Language Disorders, 9(3), 21-37. (EJ 393 729, Dialog).
This article presents a case study of a hearing-impaired 7-year-old Hmong boy illustrates the complex process involved in idetifying a limited English speaking child's learning, speech, language and hearing disabilities. The process requires uncovering past experiences and evaluating environmental and cultural factors. The history and culture of the Hmong people are discusses.

Martin-Jones, M. & Romaine, S. (1986). Semilingualism: A half-baked theory of communicative competence. Applied Linguistics, 7(1), 26-38.
A notion of "semilingualism" has emerged in connection with the study of language skills of ethnic minorities in various different settings, who are thought to be limited in their communicative proficiency. Terms such as "semilingualism" are misleading because they imply that there is an ideal, fully competent monolingual or bilingual speaker with a full or complete version of a language. In many social situations, code-switching and mixed codes are common, yet they are stigmatised. Bilingual children among linguist minorities often acquire complex multidialectal repertoires. The productive skills of bilingual children should be regarded as strategic accomplishments in performance, rather than deficits in competence. Language assessment procedures which are be grounded in community based norms provide meaningful data for understanding deficiencies and developmental needs of bilingual children.

Mattes, L., & Omark, D. (1984). Speech and language assessment for the bilingual handicapped. Dan Diego, CA: College Hill Press.
This book provides a comprehensive overview of information on informal assessment practices, and strategies for determining the language development and proficiency of bilingual and non-English language background students. Although this book was written in the early 1980s, the contents continue to make a valuable contribution to the field of bilingual language assessment.

Miramontes, O. (1987). Oral reading miscues of Hispanic students: Implications for assessment of learning disabilities. Journal of Learning Disabilities, 20 (10), 627-632 (EJ 363 488 Dialog).
The study analyzed oral reading miscues in both first and second reading languages of 20 Hispanic successful and learning disabled readers in the intermediate grades. Using the *Reading Miscue Inventory* the data were analyzed for graphic similarity, sound similarity, grammatical function, comprehension, and grammatical relationships. Significant differences were found for English reading in grammatical relationships, comprehension and grammatical function. The author discusses the results with respect to the use of the dominant and primary languages in assessment for a learning disability.

Moseley, P. & Wilde, J. (1986). Bilingual program survey report, 1985-86. (Publication No. 494). Los Angeles Unified School District, CA. Research and Evaluation Branch. (ERIC Reproduction No. ED 284 888).
This report describes responses of administrators, teachers, and students involved in programs for students whose primary language is not English. Students were in elementary, secondary and special education programs. Survey results are summarized at the beginning of the paper, followed by a more in-depth description of the study including involvement in special education programs. Four appendices which make up about three-quarters of the document. The appendices describe the procedures used to identify and assess the limited English proficient students, the instruments used and a description of the instruments. Results indicate that although the number of limited English proficient student increased from 1982-83 to 1985-86, most categories of school staff responsible for providing services did not increase at the same rate.

Norris, M. K., Juarez, M.J. & Perkins, M. N. (1989). Adaptation of a screening test for bilingual and bidialectal populations. Language, Speech and Hearing Services in Schools, 20, 381-390. (EJ 400 670).
Screening for language problems in culturally and linguistically diverse children is not a straightforward assessment process because of the diverse backgrounds and experiences which the children bring to the act of communicating. Over 68% of the 540 preschool English-speaking children in the Fort Worth Head Start program obtained scores at least one standard deviation below the mean on the Hannah-Gardner Test of Verbal and Nonverbal Language Functioning. This high failure rate suggested that a local adaptation was needed for language screening. The procedures used to calculate local norms and other issues involved in screening diverse populations are discussed in this article.

Ohio Department of Education. (1986). Guidelines for the establishment and implementation of entry and exit criteria for bilingual programs. Columbus, OH: Ohio Department of Education, Office of Equal Educational Opportunity. (NCBE Accession No. BE 014 109, 1-800-321-6223).
The guidelines in this handbook concern planning, establishing, and implementing entry and exit evaluation procedures within bilingual education programs in Ohio public schools. The identification of potential limited English proficient students, their placement in bilingual or mainstream classrooms, and their reclassification are addressed. The introductory section presents the purpose, intended audience, and organization of the handbook. The rest of the material is presented in three sections: factors to consider in planning such as general language characteristics of the student population, identification and placement of limited English proficient students including those who are potentially in need of special education services, and the implementation of exit criteria including trial and final mainstreaming. A case study where the information is applied is also included in the appendix. Summary entry and exit criteria from other states are also included.

Ortiz, A. A. & Polyzoi, E. (1988). Language assessment of Hispanic learning disabled and speech and language handicapped students: Research in progress. Paper presented at the Ethnic and Multicultural Symposia, Dallas, TX, 1986 (ERIC Reproduction No. ED 298 703).
This paper examines implications of research on assessment procedures of limited English proficient handicapped students. The discussion includes a report on a longitudinal study to identify techniques that effectively distinguish between students who are handicapped and those exhibiting characteristics of second language acquisition. The three year study of oral language assessment for Hispanic students classified as either speech and language handicapped, learning disabled, nonhandicapped underachievers, or nonhandicapped achievers explores the relationship among various measures of English and Spanish oral language proficiency (global, pragmatic, and discrete) to special education placement decisions as well as to student achievement. Expected outcomes include empirically supported recommendations as to the best oral language measures for use in diagnosis of limited English proficient students. The paper reviews the complexities of assessing the language skills of these students as well as research issues related to the diagnosis of speech and language handicaps in bilingual children.

Ortiz, A. A. & Wilkinson, C. Y.. (1987). Limited English proficient and English proficient Hispanic students with communication disorders: Characteristics at initial assessment and at reevaluation. Austin: University of Texas, Handicapped Minority Research Institute on Language Proficiency, (ERIC/OSEP Special Project on interagency Information Dissemination, ERIC Reproduction No. 287 256).
Detailed analyses of special education services for Hispanic students classified as communication disordered, grades 2-5, in three urban Texas school districts are reported in this paper. The focus is on initial and follow-up evaluations. Proficiency and performance in English only provided the bulk of the evaluation data, in spite of the fact that differentiation of language disorders from differences requires the use of both languages in the assessment of bilingual students. Detailed recommendations for native language assessment and triannual follow-up in special education placements are included.

Ruiz, N. T. (1988). The nature of bilingualism: Implications for special education. Sacramento, CA: California State Department of Education. (NCBE Accession No. BE 017 263, 1-800-321-6223).
This monograph presents some of the language factors related to bilingualism that child study teams must take into account with every limited English proficient children considered for special education services. The document focuses on three topics related to bilingualism: the nature of bilingualism, second language development, and language proficiency. Section two provides a review of the research on second language learning, focusing on factors that affect second language acquisition in childhood. The third section offers a model of bilingual language proficiency that is especially relevant to special educators working with bilingual children. The study includes six factors for educators to consider while working with bilingual exceptional children

which should prove helpful in providing fair and appropriate educational services.

Wilkinson, C. Y. & Holtzman, W. H. Jr. (1988). Relationships among language proficiency, language of test administration and special education eligibility for bilingual Hispanic students with suspected learning disabilities. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction No. ED 301 604).

The relationship of the relative proficiency of bilingual Hispanic children and their performance on tests administered in one or both languages was the focus of a study of students referred for special education services. Only a moderate relationship was found between language proficiency, intelligence, and achievement test scores. However, most of the students had similar proficiency scores in both languages. The need for bilingual language assessment is underscored in this article.

CURRICULUM AND INSTRUCTIONAL PRACTICES

Barcome, R. L. (1990). A comparative study of the self-concept and WISC patterns between Puerto Rican children taught in a bilingual program and those taught in a mainstream program: An exploratory investigation. Dissertation abstracts international, 50(9), 2813-A. (DA 9001480).
With the increasing attention now being directed to the educational needs of bilingual children, more complete and careful evidence concerning the self-concept and cognition in bilingual children is needed. The major purpose of this study was to compare the self-concept and Wechsler Intelligence Scale for Children (WISC) patterns of Puerto Rican children taught in a bilingual program and those taught in a mainstream program. The major findings were that monolingual children differed significantly from bilingual children on Full-Scale, Verbal, and Performance scores with the latter group achieving higher scores on all three intelligence measures, and that the self-concept of monolingual children participating in bilingual education programs appears to be no different than that of bilingual children participating in mainstream educational programs. Implications of this finding in terms of the educational needs of mildly handicapped learners is the positive intellectual development which can occur when both of the students' languages are used in instruction.

Berezny, P. M. (1990). Dropping out of high school among language minority students: Multiple regression and discriminant analysis of variables. Dissertation abstracts international, 50 (10), 3199-A. (DA 9007170).
The present study investigated the correlates of dropping out of high school among language minority students. Correlated included were academic achievement, type of school program, socioeconomic status, employment, level of English language usage in the home, level of English language usage outside the home, bilingual program participation, special education program participation, length of U. S. residence of the parents, and the students' ethnic origin. Subjects were drawn from those who participated in the survey known as High School and Beyond, conducted for the National Center for Educational Statistics in 1980 and followed-up in 1982. Results are discussed in terms of the specific outcomes as well as programs which may be implemented at various grade levels in schools.

Bermudez, A.B. (1990). In V.I. Correa & S.H. Fradd (Eds.), Module 3: Second Language Development & Instruction. The University of Florida, Gainesville, FL: Bilingual/ESOL Special Education Collaboration and Reform Project.
This module provides an overview of the actual language development of handicapped and at-risk limited English proficient and language minority students and offers field-tested resources and suggestions for developing the English language proficiency of such students.

Berney, T. D. & Carey, C. (1989). Project RECURSO, 1987-88. New York City Board of Education, Brooklyn, NY, Office of Research, Evaluation, and Assessment. (ERIC Reproduction No. ED 310 636).
Project RECURSO was designed to improve assessment procedures, teachers and support personnel skills, and parent participation on behalf of limited English proficient students, especially those with possible special education needs. A description of program objectives and outcomes is provided in this report.

Berney, T. D. & Friedman, G. I. (1989). *State incentive grants: Language development support systems: intensive second language development for Comprehensive Assessment Report (CAR) schools: curriculum development project, 1987-88, Evaluation Report.* (ERIC Reproduction No. ED 311 726).
Three New York City public school projects funded by the New York State Education Department's Bureau of Bilingual Education had the common goal of improving the quality of instruction in schools that the state's Comprehensive Assessment Report (CAR) had designated as needing special assistance for assessing low student performance levels. This project trained teachers who served pupils in these schools Both bilingual and special education programs were included in this study. Outcomes and recommendations for training and implementation are offered here.

Chan, D. M. (1986). Curriculum development for limited English proficient exceptional Chinese children. *Rural Special Education Quarterly, 8*(1), 26-31. (EJ 375 367).
Immigration history, demographics, legal issues, culture, language and learning styles are discussed within this article under the broader theme of appropriate curricula for exceptional Chinese children.

Collier, C. & Hoover, J. J. (1987). *Cognitive learning strategies for minority handicapped students.* Lindale, TX: Hamilton Publications. (NCBE Accession No. BE 016 269, 1-800-321-6223).
This book addresses the issues of cognition and learning style in terms of minority handicapped students in both special education and mainstream classrooms. Four important areas are addressed: cognitive style, learning style, cognitive strategy clusters, and program collaboration. Practical guidelines for accommodating minority students learning styles are emphasized. Numerous examples are provided to illustrate the use of these strategies.

Dodson, C. J. (1985). Second language acquisition and bilingual development: A theoretical framework. *Journal of Multilingual and Multicultural Development, 6*(5), 325-346. (EJ 329 899).
The theory presented here states that all developing and developed bilinguals, no matter what their age or environment, have a preferred and a second language, and that developing bilinguals increases their competence in a new second language through an overall fluctuating activity between bilingual preferred/second language medium-oriented communication and monolingual second-language medium-oriented communication, with the former decreasing in inverse proportion to increasing proficiency in the second language. Both communicative levels are essential; one without the other will handicap efforts to become or maintain balanced proficiency. The theory applies no matter whether individuals acquire a preferred and a second language during infancy or a second language or foreign language at a later age, in or out of the classroom. Implications of the theory are discussed with respect to instructional considerations. There are theoretical implications for handicapped bilingual students.

Fairfax County Schools. (1986). *Teaching directions using a controlled prepositional vocabulary: Supplementary lessons for use with limited English proficient (LEP) students enrolled in ESL or special education classes. Grades k-3*. Fairfax County, VA: Author. (ERIC Reproduction No. ED 279 157).
A unit of instruction used with limited English proficient students in kindergarten through grade 3 who are being screened for placement in special education programs

is described. The unit can be adapted for use with LEP students receiving special education services. Lessons teach and reinforce directional vocabulary such as up/down, right/left, inside/outside, through the development of gross motor, small motor, oral and listening skills. The unit contains 15 lessons of 15 to 60 minutes duration. Each lesson contains objectives, a list of instructional materials needed to implement the lesson, procedures and student activities, and suggestions for evaluation. Supplemental materials are appended. the lessons can be taught consecutively or concurrently, or integrated with other content area instruction.

Fairfax County Schools. (1986). The friendly letter. Supplemental lessons and activities for use with limited English proficient (LEP) students being considered for special education services. Grades 9-12. Fairfax County, VA: Author. (ERIC Reproduction No. ED 279 156).
A unit of instruction for use with limited English proficient students in grades 9-12 being screened for special education services is outlined. The students should have some proficiency in understanding, speaking, reading, and writing English. The unit can be used with students at a fifth grade or higher level of achievement. It has six integrated, sequential lessons introducing students to the concept and process of letter writing. The lessons cover: identifying the basic materials needed for letter writing, labeling the parts of a friendly letter, types of informal letters, writing a letter based on a model, and making and addressing an envelope. Each lesson contains objectives, a list of instructional materials, procedures, and evaluation suggestions. Suggestions are given for developing additional lessons. A list of useful resources is appended.

Fairfax County Schools. (1986). Driver education. Supplemental lessons and activities for use with limited English proficient students enrolled in ESL or special education classes. Fairfax County, VA: Author. (ERIC Reproduction No. ED 279 159).
A curriculum is described for use with limited English proficient students in English as a second language or special education classes who are enroled in the driver education course. The 14 lessons described here require a basic proficiency in understanding, speaking, reading, and writing English. The lessons cover such topics as vocabulary and idioms related to driver education, applying for and getting a driver's license, appropriate interactions with a police officer and at the scene of an accident, reading signs, signaling and space cushions, drinking and driving, drugs and driving, how to buy a car, keeping a car in good condition, and economy driving. Each lesson includes objectives, a list of instructional materials needed for implementation, procedures and class activities, and suggestions for evaluation. A list of useful resources is also appended.

Fairfax County Schools. (1986). Zoo animals. Supplemental lessons and activities to develop vocabulary and sentence and writing skills of limited English proficient (LEP) students in ESL or special education classes. Grades K-3. Fairfax County, VA: Author. (ERIC Reproduction No. ED 279 158).
An instructional unit that enhances student interest and curiosity about animals and promotes conceptual growth through development of observational and listening skills is discussed. The lessons and activities are for use with limited English proficient students in kindergarten through fourth grade who are receiving services from the English as a second language or learning disabilities programs. Individual lessons are 30 to 45 minutes in length and are sequenced. Each lesson contains objectives, a list of instructional materials necessary for implementation, procedures and class

activities, and suggestions for evaluation. A list of supplemental materials is appended. The lesson topics include naming zoo animals, recognizing zoo animals' names, describing zoo animals, learning animal actions, writing sentences about animals, learning to make webs, and writing paragraphs about animals.

Flores, B. & Others. (1986). Examining assumptions and instructional practices related to the acquisition of literacy with bilingual special education students. Journal of Reading, Writing, and Learning Disabilities international, 2(2), 147-159. (ERIC Clearinghouse on Languages and Linguistics, 2,89; EJ 349 289).
The purpose of this article is to propose a new approach to instruction based on theoretical and research advances which stress holistic literacy in real situations. As example of interactive journal writing between a teacher and a mildly handicapped trilingual 11-year-old is presented as a case study example.

Goldman, S. & Rueda, R. (1988). Developing writing skills in bilingual exceptional children. (NCBE Accession No. BE 016 345, 1-800-321-6223).
Two theoretical approaches to writing, cognitive-developmental and functional-interactive, are reviewed, along with their implications for the instruction of bilingual exceptional children. Both approaches stress the use of goal directed and meaningful writing tasks in which the teacher provides interactional scaffolding for learning activities. Two illustrative research projects consistent with these views are described: dialogue journals on the microcomputer and narrative writing in dyads. It is concluded that a great deal of empirical work still needs to be done to determine whether there are particular and unique considerations pertinent to bilingual exceptional children. It is likely that a critical feature of writing instruction is the establishment of an interactional context that can provide the appropriate scaffolding for students to advance.

Hoover, J. J., & Collier, C. (1986). Classroom management through curricular adaptations: Educating minority handicapped students.. Lindale, TX: Hamilton Publications.
Written for educators of minority language handicapped students, this book provides practical suggestions for meeting the unique educational needs of these special learners. This book shows special educators how to effectively educate and manage minority handicapped students through curricular adaptations. In addition to adapting content, the elements of instructional strategies, classroom instructional settings, and student behaviors must also be considered in the total curriculum implementation process in order to achieve and maintain effective class management. Key features of this book include: a guide for curricular adaptations, special considerations when educating minority handicapped learners, and presentation of over 20 teaching and behavior management techniques.

Miller, R. C. and Others. (1988). Chapter 1/P.S.E.N. Remedial reading and mathematics program 1986-87. Final evaluation report and evaluation summary. O.E.A. Evaluation Report. Brooklyn, New York: New York City Board of Education, Office of Educational Assessment. (ED302 049).
This program was designed to provide supplementary instruction to eligible English speaking and limited English proficient students in self-contained special education classes. A secondary goal was to provide orientation and inservice training to special education teachers. The remediation consisted of individualized diagnostic-prescriptive instruction. Reading instruction was based on a holistic, meaning-

centered approach; mathematics instruction emphasized word problems and practical skills. Program evaluation results and recommendations are included.

Narang, H. L. (1986). An annotated bibliography of articles on the teaching of reading to children with special needs. (ERIC Reproduction No. ED 274 951).
Focussing on the teaching of reading to children with special needs, this bibliography includes citations with brief annotations on such instructional aspects as spelling, cloze procedures, language acquisition, and remedial reading. The annotations are divided into five sections (1) general; (2) English as a second language, bilingual children; (3) gifted children; (4) reluctant readers; and (5) remedial/disabled readers.

NCTE/TESOL Liaison Committee, 1988. (1989). A short bibliography for mainstream teachers with students. Language Arts, 66(4), 466-67, (EJ 390 411, Dialog).
This article provide 25 citations to books, journal articles, and other publications for mainstream teachers with English-as-a-second language students including those who may have special learning problems.

Nelson, L. & Phillips, R. (1987). Language development in social studies. History and Social Science Teacher, 22(3), 156-159. (EJ 353 094, Dialog).
This article describes a program in a tenth-grade geography class for helping students who speak English as a second language and who mainly have language handicaps to develop better writing skills. Specifically the article examines the use of English as a second language teaching techniques to accomplish this task.

New York City Board of Education. (1987). Fusion: An ESL/Content areas resource activities guide and resource activities packet (pilot editions) New York: Board of Education, Office of Bilingual Education, (NCBE Accession No. BE 016 685, 1-800-321-6223).
This curriculum combines English as a second language skills with survival topics dealing with both academic and social needs of upper elementary and intermediate level limited English proficient students. Special adaptations and instructional approaches are specifically designed for students in bilingual special education settings. Unit topics include school forms and schedules, math problems in story form, the body, finding and maintaining a job, and immigrants groups in New York City. A test follows each unit.

New York City Board of Education. (1987). Chapter 1/P.S.E.N. Remedial reading and mathematics program, 1985-86 end of the year O.E.A. evaluation report. New York City Board of Education, Office of Educational Assessment (ERIC Reproduction No. ED 292 906).
A holistic approach to reading and math instruction including computer application is described in this report. Students in bilingual and special education programs were included. The description includes an overview of effective features and outcomes as well as suggestions for improvement.

New York City Board of Education. (1987). Fort Hamilton high school project SPEED: Special education to eliminate dropouts, 1984-85 O.E.A. evaluation report. New York City Board of Education, Office of Educational Assessment. (ERIC Reproduction No. ED 271 533).
This report describes a high school bilingual education program that provided instruction in math, social studies, ESL, computer skills and typing to nearly 500

students born outside the U.S. The majority of the students were over-age for their grade. To achieve a major goal of the project, dropout prevention, special instruction throughout stressed the development of English proficiency. Evaluation of the attainment of the project goals is discussed in the report.

New York City Board of Education. (1988). Project CABE, 1986-87. O.E.A. Evaluation Section Report. New York City Board of Education, Office of Educational Assessment. (ERIC Reproduction No. ED 310 609).
This report describes the first-year activities of Project CABE (Content Area Bilingual Education) which aims to improve instruction and increase parental involvement for limited English proficient Spanish-speaking students with handicapping conditions in grades 4 through 9. During the first year the project activities included: the identification and distribution of appropriate teaching materials and curricula, the use of demonstration lessons, the implementation of students' individualized educational plans, the development of teacher and parent training activities, and the development of opportunities to access the Regional Second language Acquisition Centers.

Newcomb, T. L. (1989). Amish child as an E.S.L. culturally different learner in the public school classroom. (NCBE Accession No. BE 017 028, 1-800-321-6223).
The Amish are a linguistic, cultural, and religious minority whose traditional lifestyle often places their children at a disadvantage in a modern public school. The home language of most Amish is Pennsylvania German, with high German being their written religious language. Many children are not exposed to English until they begin school, and are therefore limited in English proficiency when they begin formal instruction. Cultural and linguistic barriers exist in evaluating a student for special education services. Extensive readings and resources on Amish society are available. Public schools can seek to improve communication with the Amish community through familiarity with this body of literature. Amish culture and language can become part of the foundations courses at colleges and universities serving regions with Amish groups. A list of classroom strategies for addressing the needs of Amish children is included in this paper.

Nikolic, T. (1986). Teaching a foreign language to visually impaired children in school. Language Teaching, 19(3), 217-231.
Methods and approaches for assisting blind and visually impaired learners develop proficiency in a new language are presented here. Suggestions include information on selection of instructional materials, course organization, media, games, writing instruction, and assessment.

Ortiz, A. A. & Hernandez-Pound, A. (1986). Curriculum and instruction for exceptional bilingual students [a literature review]. Austin, TX: University of Texas, Handicapped Minority Research Institute on Language Proficiency. (ERIC Document Reproduction No. ED 261 482).
The annotated bibliography was designed to identify recommendations and best practices for instructing handicapped bilingual students. The annotations are organized according to six headings: (1) policies and legal mandates for serving exceptional bilingual students; (2) first and second language use in instruction; (3) educational planning; (4) recommended strategies, approaches, and programs for exceptional bilingual students; (5) curricula and materials, and (6) teacher training. Following the annotations are abstracts of findings and recommendations for future

research. Among conclusions noted are a lack of empirical study of language minority students with special educational needs, widespread disagreement over ways to adapt specialized instruction, the need to develop instructional materials and curricula for this population, and a critical need for networking efforts.

Parks, M. A. and Others. (1987). Characteristics of effective secondary vocational education programs for special populations. Columbus, OH: Ohio State University, National Center for Research in Vocational Education (ERIC Reproduction No. ED 289 050).

This study examined the characteristics of effective secondary vocational education programs for a variety of special needs populations including disabled and limited English proficient individuals. Suggestions are offered for program development and implementation based on the data collected through this study.

Plata, M. (1986). Instructional planning for limited English proficient students. Journal of Instructional Psychology, 13(1), 32-39. (ERIC Clearinghouse on Languages and Linguistics, 2,89. EJ 336 214).

This article presents an integrated perspective of special education and bilingual education instructional strategies for teachers of limited English proficient students with mental disabilities. It proposes an instructional management and lesson plan model, describes components, and reviews advantages of the model for teaching the target population.

Ramirez, B. A. & Others (1988). Culturally and linguistically diverse children: Black children, Hispanic children, Asian children and young American Indian children. Teaching Exceptional Children, 20(4), 45-51. (EJ 372 128, Dialog).

Appropriate instruction for culturally and linguistically diverse children requires distinguishing among individual needs related to culture, language, poverty, mobility, and exceptionalities. Suggestions are presented regarding prereferral, assessment, curriculum, parental involvement, and program coordination for students who may be at risk for learning difficulties.

Shermis, M. (1989). Word processing and writing instruction for students with special needs: Focussed access to selected topics (FAST). Bibliography No. 11. ERIC Clearinghouse on Reading and Communication Skills. (ERIC Reproduction No. ED 307 607)

Addressing writing instruction for students with special needs, this annotated bibliography contains 26 references of articles and papers in the ERIC database. The citations in the first section discuss the advantages and disadvantages of using word processors in writing instruction with learning disabled students and suggest instructional approaches to use. The second section lists sources that examine the benefits of word processors to basic writers, along with ideas on how and when to introduce word-processing skills. Articles and papers in the last section deal with how to integrate the use of computers into English as a second language classrooms.

Silberman, R. K. & Correa, V. I. (1989). Survival words and phrases for professionals who work with students who are bilingual and severely/multiply handicapped, and with their families. DPH Journal,10 (2), 57-66. (EJ 392 211).

This article provides suggestions for developing bilingual lessons for severely/multiply handicapped students, and includes a list of frequently used Spanish words and phrases for professional use in communicating with students and parents.

Simich-Dudgeon, C. (1986). A multidisciplinary model to educate minority students with handicapping conditions. Journal of Reading, Writing, and Learning Disabilities International, 2(2), 111-122. (EJ 349 286).
Implementation of a first year pilot program for limited English proficient and non-English proficient handicapped students utilizing a multidisciplinary model based on legal, pedagogical, sociolinguistic, and ethnographic principles is described. Results indicate that the model, which uses qualitative techniques, was endorsed by special education teachers.

Smiley, F. (1989). Special education: Learning disabled students vs. limited English proficient students differentiations. (NCBE Accession No. BE 017 011, 1-800-321-6223).
This paper describes a workshop intended to assist school personnel in differentiating between learning disabled and limited English proficient students. The characteristics of both groups of students are described and assessment and instructional procedures are recommended. Instructional recommendations include: letter sound relationships rather than letter names, use of peer teaching, whole language instruction, chaining words and blending them into phrases, use of different narrative voices to improve transfer of skills from oral to written language, use of teacher made materials rather than commercial products. Suggested practices to avoid include ability grouping which place the targeted students at the lowest achievements levels, basal readers, and standardized tests that do not consider special students' needs or prior experiences.

Texas Education Agency. (1987). Science framework, kindergarten-grade 12. Austin, TX: Texas Education Agency (Division of Curriculum Development),. (Eric Reproduction No. ED 287 743).
This publication is designed to assist school administrators, curriculum planners, and teachers implement science education programs. Instruction for special student populations, including those in special education, programs for the gifted and talented, compensatory education, bilingual and migrant education is discussed.

Walsh, C. E. & Carballo, E. B. (1986). Transitional bilingual education in Massachusetts: A preliminary study of its effectiveness. ERIC Reproduction No. ED 270 990).
This study of the effectiveness of transitional bilingual education (TBE) programs for Hispanic students in five school districts analyzed data on students' personal and educational characteristics. The major findings include: average length of time in program was three years with 9% spending more than 3 years; 33% had attended at least 3 schools in the district; participants had lower attendance rates than mainstream students; over 90% of participants had an average grade of C or higher, while 42% of the non-TBE participants were failing; several times as many non-TBE participants repeated grades as participants; 9% of participants were referred to special education compared to 12% of mainstream students and 26% of non-TBE participants.

Wehner, M. (1988). Final Evaluation Report: Bilingual secondary school project, 1987-88. Columbus, OH: Columbus Public Schools, Department of Evaluation Services. (NCBE Accession No. BE 017031, 1-800-321-6223).
This Title VII program for Southeast Asian secondary students was conducted in grades 6-12. The principal goal was to provide educational opportunities for all limited

English proficient students through intensive instruction in English in conjunction with native language assistance in content areas. The report addresses specific project objectives including a reduction in grade retentions, absentees, and special education placements. Data collection forms and surveys are appended in the report.

Weinrich, B. D. & Others. (1986). A sourcebook of adolescent pragmatic activities: Theory and intervention for language therapy (grades 7-12 and ESL). Tucson, AZ: Communication Skill Builders. (ERIC Reproduction No. ED 275 097).
This sourcebook contains an organized series of lesson plans for remediating pragmatic language problems in adolescents and students in English as a second language instruction. Introductory material describes the concept and development of pragmatics, the ability to use language as a tool, provides an observation checklist for clinicians to use in identifying specific types of pragmatic errors, and describes the nature and application of pragmatic therapy. Lesson plans are organized according to six areas of pragmatics: topicalization, conversation, use of register, use of syntactic forms to convey pragmatic information, effective language and nonverbal communication. Plans for each area are prefaced by a definition and discussion, guidelines for therapy, behavioral characteristics, and a goal model showing how the stated goals or a lesson are embedded in the lesson activities. Each of the areas contains 15 lesson plans at junior and senior high school level and for ESL students.

Wilkinson, C. Y. (1985). Teacher interactions with handicapped and Hispanic students: An annotated bibliography. Austin, TX: University of Texas, Handicapped Minority Research Institute on Language Proficiency, (ERIC Document Service No. ED 261 484).
Within this bibliography citations are grouped in four categories: (1) general findings about classroom interactions/ expectations and their effects; (2) relationships between ethnicity and classroom interactions/expectations; (3) relationships between handicapping conditions and student/teacher interactions; (4) relationships between handicapping conditions and teacher expectations. Ethnicity and the presence of handicapping conditions do appear to effect interactions with students who are Hispanic and/or LEP. Teachers' interactions with Hispanic students appear to be limited in frequency and procedural in nature.

ATTRIBUTION THEORY AND LEARNED HELPLESSNESS

Wilkinson, C. Y. & Hernandez-Sanchez, J. E. (1986). Attribution theory, learned helplessness and achievement: Implications for the exceptional Hispanic child. [a literature review]. Austin, TX: The University of Texas, Handicapped Minority Research Institute on Language Proficiency. (ERIC Document Reproduction No. 261 486).
The annotated bibliography examined research regarding achievement attribution and limited English proficient handicapped children. The first major topic area addressed was the application of attribution theory to special populations. Research describing attribution patterns of handicapped children and comparing the patterns to those of nonhandicapped children is the subject of the second section. A third section presented studies which examine situational influences on handicapped children's attributions. The fourth section explored interactions of children's attributions and instruction. Studies of attribution retraining are then presented. Despite general support for the notion that handicapped and low achieving students' atributions for

academic success and failures differ from normal achievers, studies on attempts to alter those perceptions have met with mixed success. Future research directions are proposed.

CULTURE, ACCULTURATION, AND SOCIOCULTURAL FACTORS AFFECTING THE LEARNING PROCESS

Collier, C. (1983). Acculturation and implications for culturally and linguistically different exceptional children. (ERIC Clearinghouse on Languages and Linguistics, ERIC Reproduction No. ED 271 953).

Patterns of acculturation among Latino and Navajo learners are compared and contrasted in this paper. Educators are encouraged to avoid underidentifying and overidentifying students' exceptional needs by attributing learning problems to different and unfamiliar cultural and linguistic backgrounds or by ignoring cultural and linguistic characteristics in the identification process.

Collier, C. & Hoover, J. J. (1987). Sociocultural considerations when referring minority children for learning disabilities. Learning Disabilities Focus, 3(1), 39-45. (EJ 366 047, Dialog).

The article discusses sociocultural considerations in dealing with culturally and linguistically different children referred for specific learning disabilities. It suggests that some behaviors which appear to indicate a learning disability may, in fact, be normal for the child's cultural background or may be a byproduct of the acculturation process.

Cunningham, J., Cunningham, K. & O'Connel, J. C. (1987). Impact of differing cultural perceptions on special education service delivery. (NCBE Accession No. BE 016 167, 1-800-321-6223).

The implications of the increased understanding of culture, acculturation, and historical treatment of Native Americans with special education needs are enormous. Research indicates that the problem of Native American parental involvement is that the expectations of one culture, Native American, differ from those of other special educators. A generalized discussion of both Anglo-American and Native American cultural perceptions affecting special education include deep differences concerning views of the family proper, relationships with authority figures, child development, and the nature of success. A method for identifying Native American and Anglo-American differences affecting cross-cultural service delivery has been developed and tested. This method is discussed in this report. Suggestions for including this method into service delivery systems are offered.

Fradd, S.H. (1990). In V.I. Correa & S. H. Fradd (eds.), Module 1: Foundations of Multicultural Education. The University of Florida, Gainesville, FL: Bilingual/ESOL Special Education Collaboration and Reform Project.

This module includes key concepts which address the challenge of educating multicultural, multilingual students. Topics include a history of immigration; population changes; predictions for the future; laws and litigation related to civil rights, bilingual/ESOL education and special education; understanding cultural and linguistic differences; learning styles; and educational resources.

Holtzman, W. H. Jr. (1985). The influence of sociocultural factors on the achievement and placement of limited English proficient Hispanic students [a literature review]. Austin, TX: The University of Texas Handicapped Minority Research Institute on Language Proficiency. (ERIC Document Reproduction No. ED 261 485).

This annotated bibliography examines the role of sociocultural factors on students' low achievement and placement in special education programs. Four topic areas are addressed: (1) ethnic differences in teacher-pupil interactions and their relation to achievement; (2) the relationship of sociocultural variables to achievement; (3) the relationship of sociocultural variables to referral for special education; and (4) the influence of sociocultural factors in special education placement. Because of the lack of research on exceptional Hispanic students, articles dealing with Hispanics, Blacks or handicapped children in general were included in the review. Socioeconomic status, it was found, is a very important positive correlate of achievement for Hispanics.

Omdahl, D. (1987). Treatment strategies for Hispanic developmentally disabled clients. Paper presented at the Annual Conference of the Children's Center. (ERIC Reproduction No. ED 283 669).

Professionals who work with developmentally disabled Hispanic clients must increase their own ability to interact effectively with ethnically different persons and to be familiar with cultural differences. To encourage Hispanic clients to apply for services, agencies can use a variety of options such as bilingual interpreters, staff training in cultural sensitivity, and the use of the extended family system to resolve conflicts. Agency service providers must realize that many Hispanic families do not understand how to use these systems and to obtain services. Language and cultural barriers must be taken into consideration when developing services and responding to requests. Hispanic families feel a strong sense of obligation to care for their own and not to pass this responsibility on to institutions.

Perez-Erdelyi, M. (1985). The total package.. (Proceedings of the Eastern Michigan University Conference on Languages for Business and Professions, Dearborn MI, May, 1985). (ERIC Reproduction No. ED 272 014).

This paper describes a unit in undergraduate Spanish-language and cross-cultural training for social workers, which includes both linguistic contexts and cultural and human elements in the social worker's contact situation. The unit consists of a five-part case study of the school placement of a six year old Hispanic girl suspected of having a learning disability. It shows how the social workers, educational evaluator, school psychologists, and the child's mother work together in the placement process. A series of short texts in intermediate Spanish are used to acquaint participants with Puerto Rican culture. The unit is designed to integrate the linguistic, professional and cultural elements of the course to train professionals in providing culturally sensitive services to Hispanic youth and families.

CURRICULUM AND INSTRUCTION FOR DEAF AND HEARING IMPAIRED LEARNERS: SIMILARITIES AND DIFFERENCES WITH OTHER BILINGUAL AND BICULTURAL PROGRAMS

Akamatsu, C. T. & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language. American Annals of the Deaf, 132(1), 46-51 (EJ 359 39, Dialog).

The effects of complementary sign language instruction on three measures of literacy were evaluated with six severely to profoundly deaf high school residential students are discussed in this article. Instruction involved comparing American Sign Language and English, literal and figurative translation, and editing and grammatical English skills. The positive results have implications for bilingual-bimodal instruction.

Brannon, L. & Livingston, S. (1986). An alternative view of education for deaf children: Part II. American Annals of the Deaf,131(3), 229-231 (EJ 341 332, Dialog).
The article suggests that English literacy can be acquired by deaf children through developmental reading and writing activities that reflect principles of first and second language acquisition. Such instruction relates the new learning activities to experiences which the students have already linguistically represented.

Delgado, G.L. (1984). The Hispanic deaf: Issues and challenges for bilingual special education. Washington, D.C.: Gallaudet College Press.
This book provides an overview and comprehensive details on issues related to the education of deal and hearing impaired students. Topics include demographics, making a choice of languages of instruction, assessment, educational programming, and teacher preparation.

Duffy, J. T. (1987). Ten reasons for allowing deaf children exposure to American Sign Language. (ERIC Reproduction No. ED 296 489).
A literature-based rationale for teaching American Sign Language as the primary language system for deaf children elaborates on similarities and differences in languages. Sign languages are visual-manual, spoken languages are oral-aural. Competency in a first language increases a person's ability to learn a second language. Deaf children have traditionally not been able to compete academically with their hearing, English-speaking peers. Deaf children of deaf parents perform better academically than deaf children of hearing parents. About 90% of deaf adults marry other deaf adults. Artificial sign systems that are currently used deny deaf children the opportunity to create and experiment naturally with a language within their culture. Culture and language are inseparable, and denying access to American Sign Language is denying deaf culture. It is concluded that English literacy is a desirable outcome which should also be included as a component of a total communication philosophy using a bilingual/bicultural approach. Problems in attaining this goal are outlined.

Keenan, S. K & Bowers, L. G. (1988). Integrating theory and practice: A process writing approach for secondary deaf students Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages, Chicago. (ERIC Reproduction No. ED 301 052).
Process writing, a student-centered approach to literacy for deaf students, can be implemented to meet the academic needs of second language learners at the high school level. A discussion of this approach begins with a description of the profoundly hearing impaired as limited English proficient students and then examines the interrelationship of three theoretical perspectives, the language proficiency model, the process writing approach, and the cognitive academic language learning approach. An integrated lesson plan model designed for secondary limited English proficient students which integrates these three perspectives is provided.

Luetke-Stahlman, B. (1986). Building a language base in hearing-impaired students. American Annals of the Deaf, 131 (3), 220-228. (EJ 341 331).
This article discusses the importance of fostering the development of hearing impaired students first language as demonstrated . Nine factors are presented for consideration by educators working with hearing impaired children who do not have a strong first language base on which to build second language (English) skills.

Paul, P V. & Gramly, C. F. (1986). Is reading proficiency in L1 really necessary for reading proficiency in L2, especially when L1 has no written form? A perspective on American Sign Language and English. Paper presented at the University of Delaware Symposium on Language Studies, Newark. (ERIC Reproduction No. ED 285 320).
Despite the fact that American Sign Language has no written component, it still may be possible for deaf students to develop English literacy skills. To assess the effects of sign language on the development of English, it is proposed that native and possibly non-native signers be educated in bilingual minority language immersion programs which emphasize developing English literacy and educational and cultural concepts. The paper outlines how the development of bilingual programs for the deaf could be implemented.

INDIVIDUAL EDUCATIONAL PLANS

Ortiz, A. A. & Wilkinson, C. Y. (1989). Adapting IEPs for limited English proficient students. Academic Therapy, 24(5), 555-568. (EJ 393 608, Dialog).
The study of Individualized Education Programs developed for 203 limited English proficient Hispanic elementary students found that a student's bilingualism and level of English proficiency exerted little influence on selection of instructional goals. Native language or English as a second language instruction was infrequently incorporated into special education services.

Wilkinson, C Y. & Others. (1986). Goals and objectives targeted in individualized education programs developed for exceptional limited English proficient and English proficient Hispanic students. Austin, TX: University of Texas Department of Special Education. (ERIC Reproduction No. ED 285 366).
This study was designed to identify the academic and behavioral areas most often addressed in the individualized education programs (IEPs) of limited English proficient and English proficient mildly handicapped Hispanic students, and to determine the priority rankings assigned by admission, review and dismissal by each area committees. Data were collected from IEPs of Hispanic students in grades 1 through 6 in three Texas school districts. Results indicated that reading, written expression and spelling were the goal areas most frequently specified for learning disabled children across districts. The most frequently listed categories were all reading related Goals for students who were limited in English proficiency and who were not limited were similar. Goals for mentally retarded Hispanic students indicated that districts gave priority to more basic language and social skills. Few references were found in the IEPs regarding language of instruction. Suggestions include the need to adapt IEP forms for students with limited English proficiency and to have state-developed minimum compliance standards for all students to assure that not only the handicapping condition is addressed, but also the linguistic, cultural, and other sociocultural variables as well.

ISSUES ON THE EDUCATION OF LIMITED ENGLISH PROFICIENT HANDICAPPED MIGRANT STUDENTS

Ashabranner, B. (1985). Dark harvest: Migrant farm workers in America. New York: Dodd, Mead and Company. (Mid-Hudson Migrant Center).

This book describes the life-style of the different groups making up the migrant population in America. Through case studies and photographs the reader learns about the working and living conditions encountered by migrants as they travel through America. The reader is introduced to the problems that migrants and their children face as well as some of the services available to help migrant workers and their families.

Baca, L. & Harris, K. C. (1988). Teaching migrant exceptional children. Teaching Exceptional Children, 20(4), 32-35. (EJ 372 125, Dialog).

This article outlines the educational needs of migrant exceptional children in terms of native language instruction, English as a second language instruction, self-concept enhancement, acculturation enhancement, and family and community involvement. The importance of the individualized educational program is discussed and a summary list of educational guidelines is provided.

Brantlinger, E. A. & Guskin, S. L. (1985). Implications of social and cultural differences for special education with specific recommendations. Focus on Exceptional Children, 18(1), 1-12 (EJ 325 325). (Mid-Hudson Migrant Center).

The school is a vehicle for transmitting a prejudicial system which allows the dominant groups to exercise power over those who are socially and culturally different. This discrimination is apparent in the differences in the student characteristics from school to school, discrepancies on intelligence and achievement scores, and disproportionate placement of minority, and limited English proficient children in special education programs. Recommendations for instruction of heterogeneous groups include reduction of class size, individualization of instruction a broad continuum of academic and social learning goals, student self-management, strengthening the linkages between effort and performance, monitoring progress, personalized grading, maximizing engaged time, matching teaching and learning styles, and establishing a positive school climate. An argument is also made for the need for accepting linguistic, physical, cognitive and behavioral differences through open communication and conflict resolution procedures. Teachers who value student differences and administrators who are supportive of teachers and demonstrate strong leadership are essential to promoting equity in school programs.

California Migrant Education. (1989). Guide for student and program needs assessment. Sacramento, CA: Author. (Mid-Hudson Migrant Center)

This manual offers an overview of the Student and Program Needs Assessment for assessing the educational needs of migrant students. This model is used to collect and examine information regarding students' attendance and promotion history, language proficiency, academic levels, bilingual abilities, special education needs, and health status. This system also provides information on the supplemental services migrant students receive such as Chapter 1, gifted instruction, vocational education, and special education.

Coballes-Vega, C., & Salend, S. J. (1989). Guidelines for assessing migrant handicapped students. Diagnostique, 13(2-4) 64-75. (Mid-Hudson Migrant Center)

The purpose of this article is to provide educators with guidelines for assessing the unique needs of migrant students. Specific guidelines include: (a) identifying the student's language and cultural background; (b) examining adaptive behavior; (c) the Migrant Student Record Transfer System; (d) determining the student's medical needs; (e) involving migrant parents; (f) interviewing the student's teachers; (g) choosing appropriate assessment instruments; (h) employing curriculum-based assessment, and (i) establishing a network of community resources.

Galen, H. (Ed.) (1990). New harvest, old shame. Alexandria, VA: PBS Video. (Mid-Hudson Migrant Center). (Mid-Hudson Migrant Center)

This video revisits the1960 Harvest of Shame expose on the exploitation of migrant farmworkers. The video follows the journey of one migrant family to introduce viewers to the precarious plight of migrant workers. The video shows the working and living conditions on farms and documents the economical, medical, and educational difficulties which migrants face. The impact of immigration policies on migrant workers is presented. Statistical data and observations from farmers, migrant workers and advocacy groups indicate that migrant workers are no better off than they were in the 1960s.

Interstate Migrant Education Council. (1987). The demographics of the migrant student population In Interstate Migrant Education Council (Ed.) Migrant education: A consolidated view. (pp. 6-13). Denver, CO: Author. (Mid-Hudson Migrant Center)

This chapter presents demographic data concerning migrant students. Data from a variety of sources indicate that approximately 70% of the migrant students are Hispanic; that migrant students lag behind their non-migrant peers on tests of educational performance, that English is often a second language for migrant students, and that migrant youth have low graduation rates. The article also presents the federal classifications for migrant students as well as data on the educational performance of migrant students.

Lunon, J. K. (1986). Migrant student record transfer system: What is it and who uses it? Las Cruces, NM: New Mexico State University. (ERIC Reproduction No. ED 286 700).

The Migrant Student Record Transfer System (MSRTS) is a computerized database designed to maintain the health and education records of identified migrant children. This document offers an overview of the Migrant Student Record Transfer System. The document addresses the following questions: (a) What is the MSRTS?; (b) Why was the MSRTS created?; (c) Who are migrant students?; (d) What are the unique problems of migrant students?; (e) Who does the MSRTS serve?; (f) Who utilizes the MSRTS?; (g) What is the MSRTS training process and who is trained?; (h) How do school and health facilities utilize the MSRTS records?; and (i) How and where can more information be obtained about the MSRTS? An understanding of the MSRTS system is important for students with special education needs because the transfer of assessment and instruction information avoids duplication of processing time. Appropriate educational placement of students maximizes their learning time in school.

Marks, E. L. (1987). Case studies of the migrant education program. Policy Studies Associates, Inc., Washington, D. C. (ERIC Reproduction No. ED 285 706). (Mid-Hudson Migrant Center).

This document examines the components of Chapter 1 migrant education programs in California, Florida, Illinois, Massachusetts, Oregon, and Texas. The study focuses on migrant program administration, program services, students served and expenditures. Guidelines for determining the eligibility of students for migrant services, and documenting eligible students are discussed. Demographic data on migrant students regarding their ethnicity and educational performance are presented. Concerns about the underrepresentation of migrant students in special education and the need to provide language instruction to migrant students are raised. Specific problem areas are identified and implications for providing services to migrant students are examined.

New York State Education Department. (1987). No student is a stranger in New York state schools. (ERIC Reproduction No. ED 290 591).

Brief histories of 16 migrant education programs in New York are presented in report which is this photographically illustrated with pictures of student activities. Information on bilingual, and bilingual special education services are included in the description.

Reynolds, C. J. & Salend, S. J. (in press. Issues and programs in the delivery of special education services to migrant students with disabilities. Journal of Educational Issues of language Minority Students.

One of the largest mobile groups of students in the United States are the children of migrant workers. Several factors associated with the migrant life-style which make migrant students one of the most vulnerable of the nation's at-risk student populations. This article discusses issues and programs in the delivery of services to migrant students with special needs. Issues and programs reviewed related to include: (a) identifying the special education needs of migrant students; (b) promoting interstate and intrastate communication; (c) addressing the educational needs of migrant students with disabilities; (d) preventing migrant students with disabilities from dropping out; (e) involving migrant parents in the educational process; (f) meeting the health care needs of migrant students; and (g) training special educators to provide services to migrant students.

Salend, S. J. (1990). A migrant education guide for special educators. Teaching Exceptional Children, 22(2), 18-21. (EJ 402 526)

This article provides special educators with information on migrant education and the migrant lifestyle. Definition of key terms, a review of important demographic characteristics associated with the migrant life-style, an overview of migrant education services, procedures and model programs are included. Strategies for acquiring more information about and receiving training in migrant education are also discussed.

PREREFERRAL SCREENING AND INSTRUCTIONAL ACTIVITIES AND INTERVENTIONS

Benavides, A. (1987). High risk predictors and prereferral screening for language minority students. (ERIC Clearinghouse on Languages and Linguistics, 2,89; ERIC Reproduction No. ED 291 175).

This publication reviews the literature on problems associated with the assessment and placement of language minority students in special education programs. Prereferral screening is recommended to reduce bias and erroneous classification of students.

Collier, C. (1986). The referral of Hispanic children to special education: A comparison of acculturation and education characteristics of referred and nonreferred culturally and linguistically different children. Paper presented at the annual meeting of the National Association for Bilingual Education, Chicago, April, 1986. (ERIC Reproduction No. ED 271 954).
A study of the characteristics of Hispanic elementary school children in bilingual education programs attempted to identify those education and acculturation characteristics which distinguished children who had been referred to special education from similar nonreferred children. Contrary to expectations, the results indicated no significant differences between groups for any of the characteristics studied except degree of teacher concern. However, achievement was found to be related to years of bilingual instruction, language proficiency, minority enrollment, and overall acculturation. In addition, there was a meaningful effect size between the achievement of nonreferred and that of placed children. Placed children tended to be the most acculturated and more often came from schools with low minority enrollment. Those referred but not placed were the least acculturated and had the lowest achievement in all content areas. The findings imply that culturally and linguistically different children are disproportionately referred for special education, possibly as a function of minority enrollment and availability of alternative programs, and that the psychodynamics of acculturation must be considered in the indentification and instruction of culturally and linguistically different children with special needs.

Collier, C. (1988). Referral, intervention, and instruction for culturally and linguistically different children who may be handicapped. Proceedings of the Annual American council on Rural Special Education, National Conference, (ERIC Reproduction No. ED299 748).
Rural teachers are confronted with the task of providing appropriate education to exceptional students, which includes the task of addressing the added elements of language and culture issues as these pertain to handicapping conditions. Key points in the indentification and instruction of these students are initial referral, early intervention and appropriate placement within special services. This paper reviews the literature on these key points, focusing on the interrelationship of cultural and educational characteristics. The review concludes that research has clearly demonstrated the significant role played by acculturation factors in the inappropriate identification and placement of culturally/linguistically different students with learning and behavior problems. Research has also pointed the way for modifying the referral/staffing/placement process to more effectively meet the special needs of this population.

Garcia, S. B. & Ortiz, A. A. (1988). Preventing inappropriate referrals of language minority students to special education. Occasional Papers in Bilingual Education, National Clearinghouse for Bilingual Education, Silver Spring, MD. (ERIC Reproduction No. ED 309 591).
It is often difficult to distinguish students with learning problems due to individual differences in learning styles or achievement difficulties from students with specific disorders. Failure to do so sometimes results in inappropriate referral of students to

special education and contributes to their disproportionate representation in special education programs. Formal prereferral intervention is recommended, governed by a set of procedures to be followed by all personnel. At each step in the process, questions are addressed such as issues related to the identification of the problem, curricula and instructional materials used, teachers' instructional style and knowledge, language proficiency, culture and socioeconomic status, evaluation of instructional effectiveness and exposure to and use of alternative interventions. Prereferral intervention in which the major objective is to improve the effectiveness of regular education is a cost effective approach.

Ortiz, A. A. & Maldonado-Colon, E. (1986). Recognizing learning disabilities in bilingual children: How to lessen inappropriate referrals of language minority students to special education. Journal of Reading, Writing, and Learning Disabilities International, 2(1), 43-56, (EJ 341 246, Dialog).
This article examines reasons for over-referral of language minority students for learning disabilities placement, including misinterpretation of problem behaviors stemming from linguistic or cultural differences and stresses the importance of documenting prior interventions to distinguish second language learning differences from handicapping conditions.

TECHNOLOGY

Berney, T. D. & Keyes, J. (1989). Computer writing skills for limited English proficient students. Project (CONPUGRAFIA, LEP). 1987-88. Evaluation Section O.R.E.A. Report. New York City Board of Education, (ERIC Reproduction No. ED 311 719).
Project goals and objectives are presented and their attainment during the first year is discussed. Special needs as well as limited English proficient students were included in the project. Suggestions for program improvement are offered.

National Commission for Employment Policy. (1985). Uses of computers in education. Washington, D.C.: Author. (NCBE Accession No. BE 015 791, 1-800-321-6223).
This five section report covers the following topics: current and projected use of computers in public schools, the effects of computer based education on students and teachers, computer literacy and postsecondary education, and policy issues in computer literacy. Use of computer technology in special and bilingual education is discussed. Equity and availability of computer uses are highlighted in terms of the needs of minority students.

UMI. (1989). The literacy challenge. Electronic Learning. (Special Issue, January-February, ERIC Listing No. EJ 387 515).
This special issue reports on the IBM Educational Systems' 1988 Schools Partnership Executive Conference focussing on what schools can do about the literacy problem. Highlights include the use of computers in the classroom, the importance of success in early grades, bilingual education, dropout prevention, adult literacy, funding, substance abuse, and software for special education and multimedia applications.

VOCATIONAL INSTRUCTION FOR LIMITED ENGLISH PROFICIENT STUDENTS WITH SPECIAL NEEDS

Feller, R. (1986). A guidebook to "A better way": Serving special needs, non-traditional students and the Perkins Vocational Education Act. Ft. Collins, Colorado: Colorado State University, School of Occupational and Educational Studies. (ERIC Reproduction No. ED 284 006).
This document accompanies a video training series entitled "A Better Way" for those serving special needs and nontraditional students, including those who are limited in English proficiency. The guidebook provides information to enable educators, parents, and human service personnel to help secondary and postsecondary students access vocational education and make the transition from school to employment and further training. Together, these materials can increase understanding of how to provide disadvantaged and handicapped students with guidance and special services assurances required by the Act. Materials on parents/guardian and students are available in both English and Spanish.

Gordon, R. (1988). Special needs resources for vocational education. Columbus, OH: Ohio State University, National Center for Research in Vocational Education. (ERIC Reproduction No. ED 296 118).
Intended as a reference for vocational education personnel who serve special needs populations, this catalog identifies resource organizations that can provide information or technical assistance and recently developed materials for special needs groups and program areas. Both limited English proficient and handicapped students are included in this resource file.

Kellenbach, S. C. (1989). Directory of human resources to better serve learners with special needs in vocational education. National Center for Research in Vocational Education. (ERIC Reproduction No. ED 311 304).
This document lists names, titles, addresses, and telephone numbers of human resource organizations concerned with serving teachers with learners with special needs in vocational education.

Kellenbach, S. C. (1989). Resources to facilitate the transition of learners with special needs from school-to-work or postsecondary education. National Center for Research in Vocational Education. (ERIC Reproduction No. ED 308 317).
This document is intended to assist state and local administrators and other personnel working with special needs persons in strengthening the opportunities for a smooth transition of learners with special needs to workplaces and continuing education programs. Most of the literature and resources cited pertain to transition for students who are handicapped or disabled, although some resources pertain to transition for students who are disadvantaged or limited in English proficiency. An appendix gives resource addresses.

Office of Vocational and Adult Education. (1988). Special answers for special needs: A guide to available Section 310 resources. Washington, D.C: Clearinghouse on Adult Education (ERIC Reproduction No. ED 296 129).
This guide is intended to make adult educators aware of the materials and products that have been developed with Section 310 funds from the Adult Education Act. for use with special needs adults. The resources have been grouped into the following categories: adult education program management, adults with disabilities,

competency-based adult education, corrections education, employability, English as a second language, evaluation, family literacy, life skills and others.

Reed,T. T. & Others. (1989). Serving adults with special needs. Vocational Educational Journal, 64 (3), 33-36, 41, (EJ 388 196, Dialog).
Characteristics of programs for adult learns with special needs are presented and include the following chapters: (1) finding out, (2) reaching out, (3) starting out, (4) helping out, (5) watching out, and (6) spelling out. Strategies designed for use with disadvantaged adults, immigrants and disabled adults are discussed.

COMPREHENSIVE PUBLICATIONS COVERING MORE THAN ONE TOPIC

Ambert, A. N. (Ed.) (1988). Bilingual education and English as a second language: A research handbook. New York: Garland Publishing. (NCBE Accession No. BE 017 138, 1-800-321-6223).

This book addresses issues in assessment and program development in meeting the needs of limited English proficient students, including the needs of handicapped learners. The focus includes current practices and available and needed research to address these pressing needs.

Arreaga-Mayer, C. (Ed.). (1987). An Eco-behavioral approach to research in special education, the Juniper Gardens children's Project (vol.2). (ERIC Reproduction No. ED 288 297).

The papers in this volume discuss research based on an eco-behavioral interaction approach to special education, and include information on both ethnographic and behavioral research methods to issues in bilingual education.

Borgrink, H. (1987). New Mexico school district profile, 1986-87, school year. (ERIC Reproduction No. 299 098).

This report summarizes and analyzes data to provide a broad range of educational indicators of the operation and performance of New Mexico's 88 school districts. Factors of school performance include the dropout rate and student enrollment in special and bilingual education programs.

Carrasquillo, A. L. (1989). Journal of the New York State Association for Bilingual Education. Albany, NY: NYSABE. (NCBE Accession No. BE 016 987, 1-800-321-6223).

The spring 1989 issue of this journal contains specific papers relevant to special needs students in the process of learning English as a new language.

Dao, M. & Grossman, H. (1985). Identifying, instructing and rehabilitating Southeast Asian students with special needs, and counseling their parents. (ERIC Clearinghouse on Languages and Linguistics, 2,89; ERIC Reproduction No. ED 273 068).

This publication addresses four major areas of need in working with Southeast Asian students: demographics and identification, determining and using the dominant language in assessment, culturally appropriate assessment and instruction, and comprehensive policy and planning.

Fradd, S. H. & Tikunoff, W. J. (1987). Bilingual education and bilingual special education: A guide for administrators. Austin, TX: Pro-Ed.

The purpose of this book is to provide both school administrators and teachers with a comprehensive overview of current policy and practices as they relate to students whose first language is not English. The book is a summary of more than a decade of school effectiveness research in addressing the needs of culturally and linguistically diverse students. Chapters include the changing focus of bilingual education, law and litigation, language development and instruction, empowerment of language communities and students, assessment practices, proactive school organization, leadership in school organization, and clinical teacher development.

Fradd, S. H. & Weismantel, M. J. (1989). Meeting the needs of culturally and linguistically different students: A handbook for educators, Austin, TX: Pro-Ed.
This book is a sequel to the 1987 book, Bilingual education and bilingual special education: A guide for administrators. It provides practical suggestions for the development, organization and implementation of effective programs. Chapters include: understanding the need for change, organizing information, developing and monitoring school-based goals, implementing change and monitoring progress, developing collaboration within the school setting, involving families, and evaluating outcomes. The book also contains a comprehensive annotated list of widely used tests.

Garcia, H. S. & Chavez, R. C. (Eds.) (1988). Ethnolinguistic issues in education. Lubbock, TX:Texas Tech University. (ERIC Reproduction No. ED 309 002).
The 12 articles in this book present diverse views of bilingual and multicultural education including assessment and instruction of handicapped learners.

Gonzalez, J. R. (1987). Guide to multicultural education resources: An annotated bibliography (Revised Edition). Albuquerque, NM: University of New Mexico. (NCBE Accession No. BE 016 349, 1-800-321-6223).
This annotated bibliography provides information on the following topics: teacher training materials, ESL and language development, bilingual special education, parent training, research and evaluation, multicultural professional resources, the Southwest, multimedia, women's studies, children's materials, American Indians, Indochinese, and publishers information.

Johnson, M. J. & Ramirez, B. A. (Ed.) American Indian exceptional children and youth. Reston, VA: Council for Exceptional Children, (NCBE Accession No. BE 016 596, 1-800-321-6223).
This publication contains the proceedings from a symposium held in 1985 on exceptional American Indian children and youth sponsored by the Council for Exceptional Children. Seven papers were presented that addressed issues related to parents and families, assessment practices, cognitive styles, language development, gifted and talented children, personnel preparation, and policy.

Kitano M. K. & Chinn, P. C. (Eds.) Exceptional Asian children and youth. (An ERIC Exceptional Child Education Report, ERIC Clearinghouse on Languages and Linguistics, 2,89; ERIC Reproduction No. ED 276 178).
This publication includes six papers growing out of a symposium addressing issues related to demographics, characteristics and needs, parents and families, assessment and curriculum and service delivery models for Asian-American students with special education needs.

Lingren, J. A., Martinson, S. A. & Decker, M. (1989). A bibliography of selected resources on cultural diversity for parents and professionals working with young children who have, or are at-risk for disabilities. Chapel Hill, NC: National Early Childhood Technical Assistance System and Minneapolis, MN: PACER Center. (NCBE Accession No. BE 017 290, 1-800-321-6223).

This bibliography lists printed materials and selected resource organizations that deal with a range of disabilities including limited English proficiency. Entries are organized in two categories: General information on cultural diversity and resource information on selected cultural/ethnic populations.

National Coalition of Advocates for Students. (1988). New voices: Immigrant students in U. S. public schools. (ERIC Reproduction No. ED 297 063).

This book examines the difficulties which immigrant students encounter in obtaining an adequate public school education. Suggestions are offered for improving opportunities for immigrant children in regular and special education programs. Laws relating to the education of immigrant students and a list of reference and resources are offered.

National Early Childhood Technical Assistance System. (1990). A bibliography of selected resources on cultural diversity for parents and professionals working with young children who have, or are at risk for, disabilities. Washington, D.C: Office of Special Education programs, U. S. Department of Education. (CEC Ethnic and Multicultural Bulletin, winter, 1990).

This 68 page annotated bibliography lists books, journal articles, newsletters, and selected organizational resources related to early childhood education. However, the information is sufficiently broad to be of assistance to all age groups.

National Institute of Corrections. (1985). Building partnership for excellence in correctional education. Washington, D. C.: Department of Justice, Office of Vocational and Adult Education. (ERIC Reproduction No. ED 272 698).

The proceedings represent major addresses, panel presentations, and abstracts of workshops from a conference to develop partnerships, coordination, and cooperation among the correctional education field. Federal agencies, professional organizations, and the private sector in addressing juvenile and adult offender education needs. The two major addresses consider specific efforts of the U. S. Department of Education in the area of corrections education and characteristics of effective correctional schools. The topics of bilingual and special education were addressed in a variety of the presentations.

O'Connell, J. C. & Johnson, M. J. (1986). Special education issues. Native American rehabilitation: A bibliographic Services, 3. Flagstaff, AZ: Northern Arizona University, Native American Research and Training Center. (ERIC Reproduction No. ED 287 619).

This document is one in a series of seven bibliographies dealing with rehabilitation of disabled Native Americans. It focuses on special education issues and contains 80 entries selected from a comprehensive search of information dating from 1966-86. Entries include the following topics: federal policies, teacher training, program evaluation, materials and activities, cross-cultural awareness, learning English as a second language, bilingual education for exceptional children, mental retardation, student assessment, and parent and community awareness of special programs.

Ortiz, A. A. & Ramirez, B. A. (Eds.) Schools and the culturally diverse exceptional student: Promising practices and future directions. Reston, VA: The Council for Exceptional Children. (ERIC Reproduction No. Ed 298 699).
This book provides a cross-section of the papers presented at the 1986 Council for Exceptional Children, Ethnic and Multicultural Symposia and are intended to provide a state of the art overview of information on the education of culturally and linguistically diverse exceptional students.

Reetz, L & Cerny, M. (1988). A cross-cultural bibliography for rural special educators. (ERIC Reproduction No. ED 306 047).
This bibliography contains 437 bibliographic citations, more than half focussing on topics relevant to bilingual and crosscultural special education in the rural parts of the United States.

RiSE. (1989). Special Issue. The Special EDge, 4(3).
The November issue is largely devoted to concerns in serving culturally and linguistically diverse students in special education and other related programs. This monthly newsletter is published by Resources in Special Education (RiSE) through the California State Department of Education. The issue features information on special education enrollment, cross-cultural publications and resources, promising district practices and preservice and inservice training. Copies are available from RiSE, 900 J. Street, Sacramento, CA, 95814. (CEC Ethnic and Multicultural Bulletin, winter, 1990).

Rocha, R. M. (1988). Excellence in education: Focus on the special child (Journal within a journal), Perceptions, 23 (2). (ERIC Reproduction No. 307 727).
This is a collection of five articles concerned with the education of children with disabilities, especially with emotional or behavioral disorders. While some of the information presented is relevant to regulations and requirements of New York state, much is relevant to the development of effective programs nationally.

Rosenbaum, D. (1987). Bilingual education: A guide to the literature. (NCBE Accession No. BE 016 025, 1-800-321-6223).
This guide to the literature on bilingual education is divided into two sections. The first section covers theory and research and the issues on which they focus, specifically, bilingualism, bilingual education, and society and politics and educational policy. The second section covers the teaching and learning processes and deals with topics related to instruction, assessment, and the school resources. For each entry bibliographic information and a brief annotation is provided.

Spencer, M. L. (1987). Chamorro language issues and research on Guam: A book of readings. (ERIC Reproduction No. ED 297 587).
This is a collection of research reports and position papers related to language issues on Guam including bilingual and special education.

Willig, A. C. & Greenberg, H. F. (Eds.). (1986). Bilingualism and learning disabilities: Policy and practice for teachers and administrators. New York, NY: American Library Publishing Company. (NCBE Accession No. BE 016 001, 1-800-321-6223).

This book represents a collection of 12 papers related to the assessment and instruction of minority language students believed to be learning disabled, including the preparation of personnel to working in this growing field.

Wilson, E. (1987). The special student. English in Texas 18(3) [A special issue]. (ERIC Reproduction No. 283 206).

The challenges and rewards of dealing with the many types of students found in today's English classrooms including gifted, handicapped, learning disabled, second language learners are addressed in this special issue of the journal.

MENTAL HEALTH CONCERNS FOR HANDICAPPED LIMITED ENGLISH PROFICIENT STUDENTS AND THEIR FAMILIES

Ascher, C. (1989). Southeast Asian adolescents: Identity and adjustment. (ERIC/CUE Digest No. 51). (ERIC Reproduction No. ED 306 329).
This digest reviews the issues of identity and adjustment faced by adolescent southeast Asian refugees in the United States. Most teenagers from all the Southeast Asian ethnic groups have adopted the dress, hairstyles, and manners of American teenagers, yet their ethnic identity remains strong. The assumption of Western identity is particularly true for refugees who arrived in the U. S. as adolescents. They appear to be particularly vulnerable and to suffer from stress in terms of cultural adjustments. They rarely make friends with American students, and have few cross-ethnic friendships with other southeast Asians. Refugee adolescents often manifest problems in typically American ways, but the underlying causes of their problems are rooted in their pre-immigration migration, and post-migration experiences. The stress of their adjustment continues to be great long after their survival needs are met.

Ben-Porath, Y. S. (1987). Issues in the psycho-social adjustment of refugees. Minneapolis, MN: University of Minnesota, Minneapolis Refugees Assistance Program. (ERIC Reproduction No. ED 308 433).
The refugee experience, migrating against one's will, is a source of immense psychological stress. This paper draws on empirical findings and theoretical discussions from the psychological, psychiatric, nursing, social work, sociological, and anthropological literature in order to identify the major stressors encountered in the experience of refugees before, during, and after their flight from their native lands. The refugee experience can be divided into three defined periods. The first occurs prior to flight, when refugees confront both the stressors that lead to their decision to flee, and the difficulties associated with making the actual decision. The second period occurs between the onset of the flight and actual resettlement, and often involves years of waiting and frustration. The third period involves resettlement in the new environment. The greater part of the paper is devoted to stressors associated with familiar discord, occupational concerns, cultural barriers, and mental health difficulties as the refugees adapt to their new homeland.

Berry, J. W. (1988). Understanding the process of acculturation for primary prevention. Minneapolis, MN: University of Minnesota, Minneapolis Refugees Assistance Program. (ERIC Reproduction No. ED 308 441).
This paper reviews the concepts of acculturation and adaptation to provide a framework for understanding the highly variable relationship between acculturation and mental health in refugee populations. It begins with an extended definition and discussion of the concepts of acculturation and adaptation. The characteristics of acculturating groups and dominant groups are briefly described, and a schema is developed to illustrate the concept of acculturative stress. Experiences related to psychological acculturation and adaptation are classified and described according to the phases of the acculturation process: pre-departure, flight, first asylum, claimant status, settlement, adaptation. The paper concludes with five general observations on acculturation stress with regard to refugees: (1) they are powerless with respect to the dominant culture both before and after departure, (2) countries of first asylum are often least able to assimilate new arrivals, (3) lack of mobility creates stress; (4) the

sequence of acculturation for refugees is highly likely to lead to psychological and social problems, and (5) the major stressors are in the early phases of the refugee experience.

Butcher, J. N and Others. (1988). Psychological interventions with refugees. Minneapolis, MN: University of Minnesota, Minneapolis Refugee Assistance Program. (ERIC Reproduction No. ED 308 439).
Psychotherapy is an alien concept to many refugees from traditional cultures, since much of psychotherapy is tied to Western thoughts, practices, and belief systems. However, a variety of therapeutic strategies can be effective with refugees, if modified to account for cultural factors. Four clinical intervention strategies are discussed with respect to their applicability to refugees: (1) crisis intervention, (2) cognitive behavioral therapy; (3) dynamic individual relationship oriented therapy, and (4) family and marital therapy. These approaches were selected based on their demonstrated cross-cultural utility and on general characteristics of refugee psychopathology and interpersonal dynamics. Suggestions are made regarding appropriate modifications to account for cultural factors within each approach. Issues pertaining to the use of interpreters in psychotherapy are discussed, as well as general sources of difficulty in conducting psychotherapy with refugees. Finally, several approaches to treatment are described which were developed specifically for use with refugee populations.

Deinard, A. S and Others. (1985). Models and methods for assessing refugee mental health needs. Minneapolis, MN: University of Minnesota, Minneapolis Refugee Assistance Program. (ERIC Reproduction No. ED 308 434.
This paper begins with a set of background assumptions about the ethnic profile of recent refugee populations and the unique aspects of refugees' experiences The next section defines the needs assessment as a policy tool and lists its purposes in relation to the intended users by policymakers, administrators and managers, planners, clinicians, advisory committees and groups and consumers. The third section discusses needs assessment in the specific context of a state refugee mental health delivery system. It is noted that such an assessment must consider the system's community environment, the rules under which it operates, administrative structure, financing, facilities and equipment, programs, staff, and consumers. The fourth section enumerates the major models and methods of needs assessment that state programs may employ and provides general comments on their appropriateness for assessing the mental health needs of refugees. Methods used in assessment include the social indicators, key informants, public forums, rates in service, surveys, and data analysis.

Egli, E. (1987). The role of bilingual workers without professional mental health training in mental health services for refugees. Minneapolis, MN: University of Minnesota, Minneapolis Refugee Assistance Program. (ERIC Reproduction No. ED 308 436).
This paper discusses the use of bilingual workers who do not have formal mental health training as mediators and providers of mental health care for refugees. The introduction provides a background discussion of the need for refugee mental health services, the characteristics of bilingual mental health workers, and the work place expectations of bilingual workers. After a brief discussions of the problem of job title, the functions of bilingual workers are enumerated and described. Other topics include translation, interpretation, use of culture brokers, outreach and communication, and

mental health counselors or cotherapists.. The next section addresses special issues and problems arising from the use of bilingual workers, beginning with the psychosocial and interpersonal dynamics of the bilingual worker's role as interpreter between patient and clinician. Other issues include training, certification and quality assurance, bilingual career development, burnout among bilingual workers, and the potential for the abuse of power by bilingual workers. The discussion concludes with considerations for the recruiting and hiring of bilinguals.

Garcia-Peltoniemi, R. E. (1987). Psychopathology in refugees. Minneapolis, MN: University of Minnesota, Minneapolis Refugee Assistance Program. (ERIC Reproduction No. ED 308 438).
Refugees, like most other migrants, are at increased risk for various forms of psychopathology. This paper documents the relationship between refugee migrations and psychopathology by reviewing pertinent epidemiological, clinical, and survey studies from the refugee literature. The picture that emerges shows consistently increased levels of serious psychopathology and high symptom levels across widely different refugee groups. A number of symptoms, syndromes, and disorders that occur with greater frequency among refugees are discussed and summarized. These include depressive syndromes, affective disorders, anxiety, post-traumatic stress disorders, substance abuse, antisocial personality or conduct disorders, and other conditions including culture bound disorders.

Hauff, E. (1988). International aspects of mental health work with refugees and future directions: A European perspective. Minneapolis, MN: University of Minnesota, Minneapolis Refugee Assistance Program. (ERIC Reproduction No. ED 308 442).
This paper describes past and present European efforts to address the mental health needs of refugees. It begins with a brief historical survey of mental health services for refugees after World War II and delineates the policy recommendations from the 1948 International Congress on Mental Health. The next section describes current programs in Belgium, France, the Netherlands, Norway, Sweden, Denmark, and Germany. Following this special programs in Copenhagen, Stockholm, London, and Oxford for refugees who have been exposed to torture are described. Recent international conferences in Europe involving representatives of the various medical and psychosocial centers for refugees in Europe are next described, along with documentation centers and networks, and international journals on refugee issues based in Europe. Future directions are outlined for mental health work with refugees. Research and training needs, international networking, new journals, and planned conferences are addressed.

Jaranson, J. M. (1988). Psychotherapeutic medication in the treatment of refugees. Minneapolis, MN: University of Minnesota, Minneapolis Refugee Assistance Program. (ERIC Reproduction No. ED 308 440).
This paper provides an overview of issues and findings in the use of medication to treat mentally ill refugees. The introductory section briefly discusses the development of research in ethnic differences in response to psychotrophic drugs. The second section highlights the findings of the research literature on the use of specific drugs with Asian populations. Some of the methodological difficulties in conducting sound research and reviews the possibility that there are ethnic differences in response to different drugs, including genetic and environmental considerations along with biological, psychological, and socio-cultural considerations addressed.

Jaranson, J. M. and Bamford, P. (1987). Program models for mental health treatment of refugees. Minneapolis, MN: University of Minnesota, Minneapolis Refugee Assistance Program. (ERIC Reproduction No. ED 308 437).
This paper presents the approach used by the Technical Assistance Center of the University of Minnesota's Refugee Assistance Program in Mental Health for identifying successful and culturally sensitive mental health service delivery models. Four models are discussed: the psychiatric model; the community mental health model; the primary health care clinic model; and the multiservice agency model. The functional and descriptive characteristics of each of these models are described and are illustrated by selected examples. General characteristics of effective programs are discussed, including the use of trained bilingual/bicultural staff, integration into the refugee community, awareness of the special cultural need of refugees, cross-cultural expertise among these service delivery staff. The bulk of the paper consists of an appendix describing 11 exemplary programs that illustrate each of these models.

Mental Health Technical Assistance Center. (1987). Culturally sensitive refugee mental health training programs. Minneapolis, MN: University of Minnesota, Minneapolis Refugee Assistance Program. (ERIC Reproduction No. ED 308 435).
This report provides information on a survey conducted in 1986 to identify culturally sensitive training programs for professionals, paraprofessionals and others who provide mental health services to refugees. An introductory section discusses the language, cultural, racial, experiential, and socioeconomic factors of refugee mental health and problems of acculturation. After a description of survey procedures, two major categories of training programs are discussed: agency-based programs and university or college based programs. Summary information on selected mental health training programs and a selected list of national and regional organizations is included.

Neider, J. R. & Others. (1988). Refugees and the state mental health systems: Issues and impacts. Minneapolis, MN: University of Minnesota, Minneapolis Refugee Assistance Program. (ERIC Reproduction No. ED 308 444).
This paper examines critical issues for states and advocacy groups involved in developing short-term goals to address mental health needs of refugees and planning long-term strategies for state and county service systems for this population. The paper begins with a discussion of issues including: (1) systems; (2) specialized versus mainstream programs; (3) locus of control in state and county mental health systems; (4) characteristics and distribution of refugee populations from state to state; (5) varying state approaches to resource allocations, and (6) emergence of coalitions of various ethnic groups.

Peterson, S. C. & Others. (1988). An annotated bibliography on refugee mental health. Vol 2. Minneapolis, MN: University of Minnesota, Minneapolis Refugee Assistance Program. (ERIC Reproduction No. ED 308 430).
The second volume of this annotated bibliography contains primarily materials in published scientific literature on refugee mental health. References are grouped into five sections: (1) understanding refugees in context, (2) specific mental health issues, (3) concerns of selected subgroups of refugees, (4) other bibliographies, (5) language including issues in the education of refugees, such as bilingual education, interpretation, and language concerns.

Westermeyer, J. & Others. (1988a). Violence and victimization in the refugee patient: Special issues in diagnostic and therapeutic interviewing. Vol I. Minneapolis, MN: University of Minnesota, Minneapolis Refugee Assistance Program. (ERIC Reproduction No. ED 308 431).
This paper is intended for teachers, faculty instructors, and clinical supervisors whose trainees evaluate and treat refugee patients. It addresses special issues in diagnostic and therapeutic interviewing of refugee patients who have experienced victimization. After a brief introduction, a background section reviews the variety of contexts in which refugees may have been subjected to physical violence, including the official violence of torture and prison camps, and the unofficial random violence of war zones or resettlement camps. The importance of the source of violence is emphasized; it is easier to disassociate oneself from violence of a despised other group than from violence perpetuated by one's own nationality, race, culture, or neighbors. It is noted that refugees may even have been forced to perpetrate violence on others in order to survive, or they may feel responsible for the deaths or losses of others. Case histories are cited to illustrate these points, and the diagnostic purpose of interviews is highlighted in relation to personal experiences. The remaining sections discuss the process of interviewing and preparation for working with refugees, including the basic knowledge and skills required.

Westermeyer, J. & Others. (1988). Violence and victimization in the refugee patient: Content of the refugee interview, Vol II. Minneapolis, MN: University of Minnesota, Minneapolis Refugee Assistance Program. (ERIC Reproduction No. ED 308 432).
This paper focuses on the context of the diagnostic interview with refugee patients who may have been victimized by physical violence. It is organized around 11 questions that facilitate discussion of traumatic events in the patient's past. In the discussion that accompanies each interview question, case histories are cited of common traumatic experiences that may be unfamiliar to those who have never been refugees or war victims. Information is provided which may have relevance either from a somatic perspective or a psychosocial perspective.

Williams, C. L. (1986). An annotated bibliography on refugee mental health. Vol. 1. Minneapolis, MN: University of Minnesota, Minneapolis Refugee Assistance Program. (ERIC Reproduction No. ED 308 429).
This annotated bibliography contains materials in published scientific literature on refugee mental health. References have been grouped into four major sections: (1) understanding refugees in context; (2) specific mental health issues and refugees; (3) concerns of selected subgroups of refugees; (4) other bibliographies on refugees and related topics.

Williams, C. L. (1987). Prevention programs for refugee mental health. Minneapolis, MN: University of Minnesota, Minneapolis Refugee Assistance Program. (ERIC Reproduction No. ED 308 445).
Refugee movements impose tremendous psychological and physical trauma on survivors, making refugees a high risk group for psychopathology and psychosocial adjustment problems. This paper explores the traditional impediments to developing prevention programs for refugees and describes public mental hearth strategies that could be used for different refugee mental health problems. It also describes and evaluates models for prevention programs with refugees. Examples of possible interventions strategies for the most common forms of psychopathology in refugees

which include depression, anxiety, and post-traumatic stress disorders, paranoid syndromes, addictive disorders, conduct disorders, schizophrenia, psychosis, organic brain syndromes, such as learning disorders and retardation.

MODEL PROGRAMS FOR HANDICAPPED LIMITED ENGLISH PROFICIENT STUDENTS

Cegelka, P. T., Lewis, R., Rodriguez, A. M. & Pacheco, R. (1986). Educational services to handicapped students with limited English proficiency: A California statewide study. Reston, VA: Council for Exceptional Children. (NCBE Accession No. BE 016 599, 1-800-321-6223).

This product of a statewide survey of 104 school districts and 9 county educational agencies focuses on promising practices for use with handicapped children with limited English proficiency. Seven categories of promising practices or program attributes were identified: first and second language development, cultural considerations, teacher competencies and staff development, administrative interface and collaboration, nonbiased assessment, educational placement and programming, and parent involvement. Proportional representation of limited English proficient students in special education and the use of non-English languages in assessment were major considerations. In addition to collecting data the study compiled a bibliography of promising practices with 112 citations grouped in seven categories.

Echevarria-Ratleff, J. & Graf, V. L. (1988). California bilingual special education model sites (1984-86): Programs and research. (ERIC Reproduction No. ED 298 710).

This paper identifies effective bilingual special education programs and instructional practices in the state of California. Factors considered include student achievement, prereferral interventions, and the interface among bilingual, special, and regular education.

New Jersey State Department of Education. (1985). The urban initiative sourcebook: A discussion of the literature and a directory of exemplary practices and programs. Philadelphia, PA: Author, Research for Better Schools. (ERIC Reproduction No. ED 283 920).

This sourcebook prepared to assist New Jersey urban school principals and administrators presents research finding and describes exemplary programs related to the Urban Initiative, a school improvment project of the New Jersey Department of Education. The sourcebook consists of three major sections. Section one reviews effective schools research and discusses the skills needed by the principal in the areas of instructional leadership administrative management, and school improvement. It provides suggestions for strengthening principal leadership through the removal of barriers to professional development of those currently employed. Section two presents a directory of exemplary practices and programs for 11 content areas including bilingual and special education. Section three provides guidance to district staff in the management of school improvement. It focuses on the following topics: understanding the change literature, planning implementation providing leadership for school improvement, selecting implementation strategies, and designing and conducting staff development efforts. The appendices provide an index of exemplary practices and a list of materials for directory of exemplary practices and programs.

Rodriguez, R. F. (1988). Bilingual special education is appropriate for Mexican-American children with mildly handicapping conditions. (ERIC Reproduction NO. ED 293 679).

Suggestions are offered for developing model programs for educating handicapped Mexican-American students. The availability of bilingual education programs and school districts' language policies are critical factors in developing effective special education programs.

PARENT INVOLVEMENT IN THE EDUCATIONAL PROCESS

Baecher, R. E., Cichelli, T. & Baratta, A. (1989). Correlates of successful dropout prevention strategies for at-risk children in urban schools. (NCBE Accession No. BE 017 030, 1-800-321-6223).

This paper discusses the evaluation of Fordham University's Stay in School Partnership Project. The participants were three elementary schools in a large East Harlem public school district, 66% Hispanic and 24% black. The children and their families received a comprehensive set of services including play therapy, counseling, advocacy, consultation, family problem solving, tutoring, individualized instruction and parental workshops. Data were collected over the first two years of the project on attendance rates, reading and math performance, self-esteem, and adequacy of child care. The major findings were that the project decreased absenteeism significantly with support, and that significant correlates existed between self-esteem and achievement. The most significant change in the second year of the project was increased parental involvement when child care assistance was available.

Brandenberg-Ayers, S. (1990). In V.I. Correa & S.H. Fradd (Eds.) Module 4: Working with Parents. The University of Florida, Gainesville, FL: Bilingual/ESOL Special Education Collaboration and Reform Project.

This module addresses such issues as dealing with the importance of parent-school collaboration, understanding the attitudes and beliefs of non-English language background (NELB) parents and students, assessing the needs of NELB families, establishing effective communication with parents in multicultural settings, and developing plans for parent involvement and for strong school-community relationships.

Carrasquillo, A. (1986). The parent factor: Teaching language skills to limited English proficient learning disabled students. Journal of Reading, Writing, and Learning disabilities International, 2(1), 57-71. (ERIC Clearinghouse on Languages and Linguistics, 2,89. EJ 341 247, Dialog)..

Case studies are presented of Puerto Rican, Haitian, and Chinese families to illustrate how schools can involve parents of limited English proficient, learning disabled students to provide home reinforcement in language skills development

Dale, T. C. (1986). Limited English proficient students in the schools: Helping the newcomer. (ERIC Clearinghouse on Languages and Linguistics, ERIC Reproduction No. ED 279 206).

Limited English proficient students and their parents need a network of support to familiarize themselves with school routines, to understand and comply with school rules and regulations, take advantage of many school-related services, and successfully follow their course of study. Administrators can help by having written information available, and by having interpreters to assist students and families. The most important and challenging task for staff is finding ways to integrate students into academic activities. This requires time and resources, and can include assessing students' level of academic skills in their native language, assessing English proficiency, and scheduling intensive English instruction. Administrators can also support the learning process by conducting regular discussion sessions with school staff and resource people about the students' languages cultures and special needs within the school system. Students can also provide support by participating in a buddy system pairing limited English proficient students with a native English-speaking peer or a student who speaks the native language of the newly arrived student. Administrators and teachers can also assist by encouraging students and families to participate in social and academic activities, and teaching about and celebrating their native cultures.

Etter, E. B. (1986). What is occurring in higher education and how does this affect the training of educators who teach the handicapped population? A response to the "Training of parents of exceptional children" TOPEC Project Director's Paper presented at the International Conference of the Association for Children and Adults with Learning Disabilities, New York, March, 1986. (ERIC Reproduction No. ED 287 224).
Observations are offered on teacher education from a supervisor of student teachers who is also the parent of a learning disabled child. Topics include: the phasing out traditional undergraduate teacher training programs, minority teacher recruitment and retention, inclusion of special education programs and programs which promote cultural pluralism, and participation of parents in the educational process.

Hampton, B. R. & Fernandez, M. C. (1985). Parental involvement in the special education process [a literature review]. Austin, TX: The University of Texas, Handicapped Minority Research Institute on Language Proficiency. (ERIC Document Reproduction No. ED 261 483).
The annotated bibliography examines parental involvement in special education. Citations are presented and information examined for the following topic areas: (1) legal rights, (2) theoretical models, (3) parental school relations, (4) mainstreaming, (5) training, (6) counseling, (7) consumer perspectives, and (8) bibliographies. Entries include general information on parent-school rights and responsibilities with a focus on practical approaches to fostering parent involvement.

Kahan, E. & Reilly-McDonnell, F. (1986). Parent's handbooks on special education. Arlington, VA: Arlington County Public Schools. (NCBE Accession No. BE 016 605, 1-800-321-6223).
This three volume multilingual handbook is intended for parents of limited English proficient students who are referred for special education evaluation. In clear, simple language these volume discuss learning problems, outline the steps of the referral process, define terms, and explain legal rights. Information is available in English, Spanish, Khmer, Vietnamese, Lao, and Farsi.

National Information Center for Handicapped Children and Youth. (nd). Special help for special children. Washington, D. C.: Author (Box 11492, 1-800-999-5599).
This is a low reading level highly, illustrated guide to PL 94-142 written for parents who read at the third grade level in English or Spanish.

Simich-Dudgeon, C. (1986). Parent involvement and the education of limited English proficient students. (ERIC Clearinghouse on Languages and Linguistics, ERIC Reproduction No. ED 279 205).
This paper summarizes information on parent involvement in terms of general activities, specific aspects of involvement for parents of limited English proficient students, the general need for parent involvement, needs for parents of limited English

proficient students, and ways in which school districts can initiate involvement programs.

Smith, M. J. & Ryan, A. S. (1987). Chinese-American families of children with developmental disabilities: An exploratory study of reactions to service providers. Mental Retardation, 25(6), 345-350 (EJ 364 863 Dialog).
Interviews with 59 Chinese parents of children with developmental disabilities uncovered some of the problems these parents experience because service providers did not speak their language. Results indicate that the lack of language-appropriate information concerning the nature of the handicapping conditions and the course of interventive actions which parents could take seriously affected both parents and children.

Western Regional Resource Center. (1989). Reaching out: Proceedings from a special education symposium on cultural differences and parent programs. Eugene, OR: University of Oregon. (NCBE Accession No. BE 017 006, 1-800-321-6223).
This publication contains the proceedings from a symposium held in 1986 to assist professionals in describing and understanding cultural and familiar characteristics of various ethnic groups with regard to the special education needs of their children.

PERSONNEL TRAINING:
PREPARING PERSONNEL TO EFFECTIVELY MEET THE EDUCATIONAL NEEDS OF HANDICAPPED LIMITED ENGLISH PROFICIENT STUDENTS

Baca, L. & Amato, C. (1989). Bilingual special education: Training issues. Exceptional Children, 56(2), 168-173. (EJ 399 085).

Bilingual special education, in its brief history, has undergone several shifts in emphasis, for example, from nonbiased, native-language assessments to increasing bilingual services. Training programs for teachers of students with both limited English proficiency and disabilities have emphasized an interface between special education and bilingual education. Though cuts in federal funding have reduced the number of training programs, the quality of training has improved. This article describes a pilot program of the California Special Education Project. Begun in 1984, this 3-year staff development program included a combination training and implementation phase. In 1988, it won an award for exemplary special education services for language minority children.

Baca, L M. & Miramontes, O.. (1985). Bilingual special education teacher training for American Indians. Journal of American Indian Education, 24(2), 38-47.

The article focuses on elements of three field-based models used in training three American Indian groups. It examines the Navajo program in depth. and provides information from student a dn faculty interviews to indicate the program strengths and recommendations for improvement.

Baca, L. & Collier, C. (Eds.) (1990). BUENO Modules for Bilingual Special Education. Boulder, CO: BUENO Center for Multicultural Education.

This is a series of ten attractively produced and packaged training materials which can be used for both inservice and pre-service personnel preparation. Each module comes in a 3-ring notebook and contains three sections. The organization of information, consistent throughout the modules, consists of an overview of the topic (Section I), specific detailed information on the topic (Section II), and application of the content (Section III). Each section contains three components: (a) Background information to the presenter, (b) Pages that can be prepared as overheads, and (c) Handouts. The overheads and handouts are directly related. The numbering system for removing and replacing the materials within the appropriate section and sequence facilitates utilization. Suggested warm-up, pacing, and closure activities are also included. Titles of the modules are: #1-Cultural Pluralism and Exceptionality, #2-Language Acquisition, #3-Assessment, #4-Prereferral Intervention, #5-Mainstreaming, #6-Consultation and Collaboration, #7-Classroom Management and Curriculum Development, #8-Cognitive Learning Styles and Strategies, #9-Adaptive Instruction, #10--Language Instruction and Cross-Cultural Communication.

Bermudez, A. B., Fradd, S. H., Haulman, A.,Weismantel, M. J., (1989). Examining the process of coordination in preparing personnel to work with limited English proficient students. Journal of Educational Issues of language Minority Students, 5, 79-95.

Program coordination with other components of personnel training at institutions of higher education is addressed within this article. Case studies of three different programs are provided and suggestions for initiating and monitoring the coordination process for teacher training are offered. Program descriptions include recruitment of minority language students and the development of training materials for bilingual special education programs.

Berney, T. D. & Carey, C. (1989). Project RECURSO, 1987-88. (ERIC Reproduction No. ED 310636).
Project RECURSO was designed to improve assessment procedures, teachers and support personnel skills, and parent participation on behalf of limited English proficient students, especially those with possible special education needs. A description of program objectives and outcomes is provided.

Chavez, J. A. & Others. (1987). The needs of rural and urban teachers in bilingual special education. Rural Educator, 8(2), 8-12. (EJ 361 542).
Special education teachers in rural and urban areas in California were asked to rate their present skill level and desired skill level for 13 skills in all competencies. Both groups selected parent training skills as competencies they most desired to gain.

Cohn, K. C. & Others. (1989). Bilingual special education administrative internship program: The fusion of theory and practice. Paper presented at the American Educational Research Association, San Francisco, CA, March 1989. (ERIC Reproduction No. ED 310491).
This paper describes a two year program in the school of education at California State University, Los Angeles, that integrates the issues of educational administration and special education for culturally and linguistically different children. The program has recruited a new pool of bilingual administrators (Spanish, Korean, and Chinese) who hold both a master's degree and a regular administrative credential. The paper concludes by arguing that the emergence of special populations with special needs is not a phenomenon confined only to California and that school administrator preparation programs must adapt to meet the emerging needs of new populations across the nation.

Council for Exceptional Children. (1990). Multisystem: Systematic instructional planning for exceptional bilingual students. Reston, VA: Author.
This is a four part training system for teachers, paraprofessional, speech and language clinicians, counselors, school social workers, instructional supervisors and administrators with responsibilities for educating handicapped limited English proficient students. Level I is a half-day session which provides an overview of systematic instructional planning; Level II, three day sessions, provides an in-depth training with specific content areas including foundations of instructional planning, designing responsive instruction, specialized informal assessment techniques, working effectively with culturally and linguistically diverse students and their families, and a management system for effective instruction, Level III provide the entire multisystem package in 7 days. Level IV is a 5 day training for training of trainers.

Cummins, J. (1989). A theoretical framework for bilingual special education. Exceptional Children, 56(2), 111-120. (EJ 399 079).
This article outlines a theoretical matrix for conceptualizing issues within the emerging field of bilingual special education. Among current issues are the difficulty of distinguishing genuine learning disabilities from second language acquisition problems, nondiscriminatory assessment of language and intellectual skills, the effects

of bilingual interactions in home and school, and appropriate forms of pedagogy and interventions for at-risk minority students and those with disabilities. These issues are discussed n relation to the nature of language proficiency and intellectual development, the sociology of dominant-subordinate group interaction, and models of teaching and learning.

Foster, C. G. (1987). Project SERT: Special education training for regular educators of Native Americans. (NCBE Accession No. BE 016 165, 1-800-321-6223).
In November 1984 a survey was conducted of the 120 regular teachers of the Bureau of Indian Affairs' Agency, which is responsible for the education of Navajo children in the Southwest, to assess the teachers' needs with regard to mainstreamed special education students in their classrooms. The results of this survey indicated that 90 of the teachers felt inadequately prepared to teach special education students and desired training in content and skills. Funding was obtained from the Bureau's Office of Indian Education Programs to implement training. A pre/post assessment of the effects of the training are reported in this document. Results indicated that the training was successful and should be made available to other Bureau of Indian Affairs regular teachers.

Foster, C. G. (1988). Special education program for Native American exceptional students and regular program staff. (NCBE Accession No. BE 016 263, 1-800-321-6223).
Tuba City Boarding School in northern Arizona is a Western Navajo Agency facility responsible for the education of Navajo children in kindergarten through grade eight. For several years the school's special education coordinator has received informal grievances from the regular faculty about their inability to teach the mainstreamed exceptional students in an adequate way. A survey was conducted to address these grievances. Results of the survey indicated that regular teachers had minimal special education knowledge and skills, 85% of the school's special education population was mainstreamed for an average of 3 to 4 hours a day and the regular classroom teachers desired training in special education. The school initiated an experimental summer program to provide supplementary special education for its students and special education training for the regular classroom teachers. The summer program's approach precipitated significant change in teacher/student interpersonal relationships, student achievement, and educational aides' special education knowledge and skills. Learning about special education strategies and teaching methods motivated regular faculty to be more sensitive to the exceptional students. The outcomes of the summer program indicate that training of regular faculty is paramount to successful special education attainment.

Fradd, S. H., Algozzine, B. & Salend, S. J. (1988). A survey of training needs in bilingual special education. Journal of Educational Issues of Minority Language Students, 2, 5-16. (NCBE Accession No. BE 016 380, 1-800-321-6223).
This article compares survey responses of personnel in training in graduate special education programs with responses of personnel in graduate bilingual and bilingual special education programs. Difference is respondents' answers suggest divergent perspectives of the training needed to assist culturally and linguistically different handicapped students. The most significant difference was in the area of training in understanding culture which was viewed as being essential by both the bilingual and

bilingual special education trainees, but not as important by the special education trainees.

Fradd, S. H. & Correa, V. I. (1989). Hispanic students at risk: Do we abdicate or advocate? Exceptional Children, 56(2), 105-110. (EJ 399 078).
With the rapid growth of Hispanic student populations in the United States comes a corresponding increase in the number of students who have limited in English proficiency and who may also have educational disabilities. Specific educational interventions, such as programs of English for speakers of other languages and bilingual instruction, are needed to enable these students to enter the mainstream. The chief obstacles to bilingual special education are the paucity of personnel training programs that include cross-cultural communication, and a lack of awareness of the need for these services. Transdisciplinary team is a cost-effective, appropriate approach to providing services which both handicapped and at risk language minority students require.

Fradd, S. H.,Weismantel, M. J., & Braden, J. P. (1987). Aiming for student success: A model for proactive school organization. Planning and Changing, 18 (4), 239-245. (EJ 376 194).
Teachers can play an important in organizing instruction to meet the educational needs of newly arrived, limited English proficient students. This article offers suggestions for determining these students needs while they are in a positive upward learning thrust, and organizing entire as well as specific school programs to provide for these identified needs. This approach differs from current practices which focus on the identification and labeling of individual students. The article may of interest to teacher trainers who are assisting school districts in restructuring their services to culturally and linguistically diverse learners.

Fradd, S. H. Weismantel, M. J., Correa, V. I, & Algozzine, B. (1988). Developing a personnel training model for meeting the needs of handicapped and at-risk language minority students. Teacher Education and Special Education 11(1), 30-38. (EJ 373 462).
This model for training in bilingual/English as a second language (ESL) with special education infuses the graduate-level special education core curriculum with content for meeting the needs of limited English proficient students. Four additional bilingual courses focus on specific areas outside the core curriculum. The program and the newly developed content are described within the article.

Fradd, S. H., Weismantel, M. J., Correa, V. I, & Algozzine, B. (1990). Insuring equity in education: Preparing school personnel for culturally and linguistically divergent at risk handicapped students. In E. Garcia & A. Barona (Eds.) Children at risk: Poverty, minority status and other issues in educational equity. (A monograph of the National Association of School Psychologists).
Models for personnel preparation and service delivery are contrasted within this chapter. Issues in training and institutionalizing programs for addressing the needs of handicapped at risk and limited English proficient students are considered. Difficulties is institutionalizing federally funded programs are discussed and suggestions are offered for making this part of the regular core curriculum.

Fradd, S. H., Weismantel, M. J. & Halsall, S. (1987). Meeting the educational needs of handicapped and high risk limited English proficient students in Florida schools: A beginning. Florida Journal of Teacher Education, 4, 71-77.

This article describes efforts to elicit teachers' suggestions and best practices in meeting the needs of at-risk and handicapped language minority students. Teachers from throughout the state of Florida who were nominated by their school district as outstanding teachers in working with limited English proficient students were convened one weekend a month and two weeks during the summer to share information on assessment and instruction practices. Information provided by these participants indicated a general lack of opportunities to network and to share information and resources. This program organized opportunities to address this lack. Suggestions are offered for ways to assist teachers in developing and sharing effective assessment and instructional strategies and to begin the process of developing communication networks.

Friedman, G. I. & Others. (1988). State incentive grants, 1986-87: Language development support systems, intensive second language development for CAR schools, curriculum specialists project, O.E.A. evaluation report. New York City Board of Education Office of Educational Assessment, (ERIC Reproduction No. ED 298 786).

This report discusses the outcomes of New York incentive grants for three schools sharing the common goal of improving instructional quality and student self-esteem, including components in bilingual and special education. Suggestions for program improvement are also offered.

Gajar, A. (1985). American Indian personnel preparation in special education needs, program components. (NCBE Accession No. BE 015 727, 1-800-321-6223).

The purpose of this article is threefold: (1) to review personnel and program needs in the education of handicapped American Indian children; (2) to describe one American Indian teacher training program; and (3) to list American Indian special educator training projects funded by the U. S. Department of Education which may be of interest to other program developers. Following a review of personnel and program needs in the area of special education for American Indian handicapped children is a description of the American Indian special education teacher training program at Pennsylvania State University. The program is described in terms of its objectives and the 13 skill areas that the program was designed to address. Information is presented for projects funded by the Division of Personnel Preparation, Office of Special Education Programs to benefit American Indian special educators. Among the programs listed are inservice and preservice education for teachers and teacher aides., training programs for educational diagnosticians, speech pathologists, and audiologists, and inservice programs for paraprofessionals in communication disorders, a masters program for American Indian bilingual special education teachers, and a preservice program for administrators of American Indian special education programs. For each of the 10 projects listed, a brief description, contact persons and university or college name and address are provided.

George Washington University. (1986). Training the bilingual/bicultural specialist: A handbook on related issues. Washington, D.C.: Author, Department of Special Education. (NCBE Accession No. BE 016 347, 1-800-321-6223).

This inservice training manual was developed for the participants of the Bilingual/Bicultural Assessment Specialist Program at George Washington University. The program had the objectives of fostering teacher responsiveness to the cultural and language needs of limited English proficient students, to promote assessment based on non-biased and non-discriminatory procedures, to enable school personnel to distinguish between disabled and culturally different children, and to identify truly disabled children in need of special education services. Information to support the achievement of these objectives is presented in the manual. Suggested activities for used in multicultural teacher training workshops are also included, along with a list of educational resources available within the metropolitan Washington, D.C. area.

Holtzman, W. H., Jr. (1986). Issues in the implementation of master's level training programs for bilingual special education. Journal of Reading, Writing, and Learning Disabilities International, 2(2), 139-145. (EJ 349 288).
This article examines the need for bilingual educators, the reasons why few individuals choose to become bilingual special education teachers, and the types of bilingual special education graduate training programs which are currently available.

Hutton, J. B. (1987). Alternative teacher certification: Its policy implications for classroom and personnel practice. Monograph No. 5. Commerce, TX: East Texas State University, Center for Policy Studies and Research in Elementary and Secondary Education. (ERIC Reproduction No. ED 286 264).
During 1986-87, the Dallas Texas Independent School District conducted an alternative certification program. This report evaluated the program in view of a decline in the quality of trained, available teachers and a growing teacher shortage, especially in science, math, bilingual education and special education. Outcomes of the evaluation indicated that when compared to first-year teachers, the interns who participated in this study were disappointed in the time requirements of teaching, they enjoyed less support from colleagues, and they did better of the Texas Teacher Appraisal System. The program helped fill critical positions, but is unlikely to stem the teacher shortage as a long-term response to continuing needs.

Maier, C. (1985). Fitting it all in one semester: An intensive introductory course in Spanish for health-care personnel. A paper presented at a conference entitled: The need for foreign language in the psychological professions. (Proceedings of the Eastern Michigan University Conference on Languages for Business and Professions, Dearborn MI, May, 1985). (ERIC Reproduction No. ED 272017).
An intensive, one-semester introductory Spanish course developed for nursing and other health-care professionals is described here. The course is intended to make spoken communication possible at a rudimentary level. Need for the course has been emphasized by the rapidly growing
Spanish-speaking communities within the nation.

Mid-State Literacy Council. (1986). Project V.I.T.A: Volunteers in tutoring arrangements for county educational programs. State College, PA: Author. (ERIC Reproduction No. ED 279 854).
Project V.I.T.A. was designed to develop a training and reporting system to coordinate services between 27 area educational and human service agencies serving special needs adult learners who require one-to-one tutoring. A training system was created with existing resources and developed into seven mini-workshops or inservice units

used to meet the special teaching needs of the volunteer tutors. Using this training system, the project developed a tutor resource bank consisting of teams of volunteers, tutors, and teachers trained in areas of basic literacy, basic life skills development, and programs for various handicapped, slow learning, or non-English-speaking adults. The model program manual and a trainer's guide for the program are included in this report.

New York City Board of Education. (1988). Project CABE, 1986-87. O.E.A. Evaluation Section Report. (ERIC Reproduction No. ED 310 609).
This report describes the first-year activities of Project CABE (Content Area Bilingual Education), which aims to improve instruction and increase parental involvement for limited English proficient Spanish-speaking students with handicapping conditions in grades 4 through 9. During the first year the project activities included: the identification and distribution of appropriate teaching materials and curricula, the use of demonstration lessons, the implementation of students' individualized educational plans, the development of teacher and parent training activities, and the development of opportunities to access the Regional Second language Acquisition Centers.

Rueda, R. (1989). Defining mild disabilities with language-minority students. Exceptional Children, 56(2), 121-128. (EJ 399 080).
The article considers the special education placement of language minority students with mild disabilities as addressed by current eligibility criteria, as well as relevant research in special education. Problems with assessment, diagnosis, and placement of these students are a manifestation of problems related to larger issues within the special education field. The most basic of these is a continuing reliance on the psychometric paradigm. Attempts to institute reform in the education of language minority students are categorized into one of three models or system approaches: maintenance, improvement, and restructure.

Ruiz, N. T. (1989). An optimal learning environment for Rosemary. Exceptional Children, 56(2), 130-144. (EJ 399 081).
This article discusses the special education placement and instruction of language-minority children identified as mildly disabled, personified by "Rosemary" in the context of a curriculum guide recently developed in California, the Optimal Learning Environment (OLE) Curriculum Guide: A Resource for Teachers of Spanish-Speaking children in learning handicapped programs. The guide was written in response to the growing number of such children and to the lack of direction given to special educators in meeting the educational needs of this population. The instructional principles in the guide are based on research with language minority students and on those with learning disabilities. The guide incorporates existing materials and techniques for use with special needs language minority populations.

Salend, S. J. & Fradd, S. (1985). Certification and training programs for bilingual special education. Teacher Education and Special Education, 8(4), 198-202. (EJ 328 163).
All 50 of the state departments of education within the nation, and the District of Columbia, were surveyed to determine certification and training requirements which specifically address the preparation of personnel to meet the needs of handicapped limited English proficient students. Results of the study indicate that in spite of the fact

that each state has training and certification in special education, and that each state has identified populations of limited English proficient students, there were limited training opportunities for school personnel with special needs language minority students. Only one state, California, indicated any form of certification for such personnel.

Salend S. J. & Fradd, S. (1986). Nationwide availability of services for limited English proficient handicapped students. Journal of Special Education, 20(1), 127-135. (EJ 340 088).
Forty-nine of the fifty state departments of education responded to a survey of the availability of services for handicapped limited English proficient students. Although many states indicated a need and a concern for services, only sixteen states indicated an organized plan for providing services in terms of inservice training, specific curriculum and assessment measures as they relate to the needs of handicapped limited Englsih proficient students.

Stuecher, U., Grossman, E. & Hakala, N. (1985). Training project for Indian schools: Liaison and support for personnel in special education. (NCBE Accession No. BE 015 237, 1-800-321-6223).
A project was devised to train Minnesota Indian community members as support personnel in paraprofessional roles to work with Indian children and parents in public schools and residential programs. The majority of the 55 participants, drawn from the Ojibwe and Sioux communities, were women ranging in age from early twenties to early sixties who had no previous training or professional experience in the human service field. The main function of the liaison personnel were to form a bridge between the non-Indian school and the Indian home, to advocate on behalf of Indian children, to organize opportunities for Indian children to participate in Indian cultural events, and to facilitate interagency cooperation for Indian students with special needs. Four levels of training evolved during a four year period. Levels 1 and 2 emphasized basic background knowledge of special education and the social sciences. level 3 focused on interpersonal communication and social skills, and Level 4 was dedicated to the problem of burn-out and stress in the human service field. Lecture presentations and group discussions were the major teaching modes employed in the program. As the aides advanced in the training program, they received high ratings from other professionals, especially for professional communication abilities.

Texas Education Agency. (1987). Biennial report on regional education service centers. Austin, TX: Texas State Board of Education (Sponsoring Agency). (ERIC Reproduction No. ED 281 705).
A biennial report of the Texas State Board of Education profiles status and accomplishments of 20 regional education service centers in Texas during 1985-86 is presented in this document. The report emphasizes service center role in implementing educational reform by assisting schools to meet new accreditation standards. Training included both bilingual and special education components.

Valero-Figueria, E. (1986). Bilingual special education personnel preparation: An integrated model. Teacher Education and Special Education, 9(2), 82-88. (EJ 341 356).
The teacher training program in bilingual special education in George Mason University train bilingual special education teachers together with regular and special

education personnel. The program produces special teachers conversant in bilingual issues and bilingual special educators specifically skilled in second language acquisition, cultural variance, and related content.

Weismantel, J. & Fradd, S. H. (1987). Sharing knowledge through participation: A model for bilingual/ESOL special education inservice training. British Columbia Journal of Special Education, 11(4), 379-391. (EJ 370 339).
A bilingual special education inservice teacher training model is described which is targeted toward personnel working with handicapped and at risk limited English proficient students. Participants share their own best practices in six training strands: networking, curriculum, assessment, parent involvement, language mediation, and educational technology. A discussion of the development of the program is included.

TRAINING AND USING INTERPRETERS AND TRANSLATORS IN SPECIAL EDUCATION AND RELATED PROGRAMS

Arlington County Public Schools. (1987). Effective utilization of translators: Communicating with parents throughout the student study process. (Revised Edition). Arlington, VA: Author. (NCBE Accession No. BE 016 603, 1-800-321-6223).

This manual provides guidelines for translators whose job it is to communicate with parents of students who have been referred to determine eligibility for special education. To most parents, the screening/evaluation process is an alien one. The translator must serve as a facilitator throughout the entire process by attempting to translate educational jargon in a meaningful way, building a relationship of trust between the parent and the school, while reducing parents' anxiety. A translator is needed to attend the parent-teacher conferences, to discuss students' concerns, to arrange and attend the Student Study Committee meetings, to translate for students while developing eligibility components, to arrange and attend the eligibility meeting, and to arrange and attend individual education plan meetings.

Aruffo, S. D. (1985). The need for foreign language in the psychological professions. (Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions, Dearborn MI, May, 1985). (ERIC Reproduction No. ED 272 019).

This paper highlights the need for second language training and bilingual proficiency for health care workers in the process of collecting information and coordinating services for non-English proficient patients and their families. The case study of Rosa, a Spanish-speaking female who was receiving services through a state mental health clinic, is used to illustrate the importance of well-trained interpreters and professionals who effectively participate in cross-cultural communication and share this information with other service providers.

Fradd, S. H. (1990). In V.I. Correa & S.H. Fradd (Eds.) Module 5: Transdisciplinary Teaming. The University of Florida, Gainesville, FL: Bilingual/ESOL Special Education Collaboration and Reform Project.

This modules emphasizes that the concerted collaborative efforts of transdisciplinary team members can effectively impact handicapped and at-risk LEP students. Topics include: the process and structure of transdisciplinary teaming; establishing the need for transdisciplinary teams; proactive school organization; designing effective interventions, understandig the process and the roles of transdisciplinary team members, and using interpreters and translators.

Fradd, S. H. & Wilen, D. K. (1990). Using interpreters and translators to meet the needs of handicapped language minority students and their families. NCBE Program Information Guide Series, (4)

This monograph provides an overview of information on the process of qualifying and selecting persons to serve as translators and interpreters, and training them to work within educational settings to meet the needs of handicapped LEP students and their families. Many examples are included to illustrate the diverse languages and cultures that exist within the nation's schools.

New Jersey State Department of Labor. (1987). Deafness and interpreting. Trenton, NJ: Author, Division of the Deaf. (ERIC Reproduction No. ED 293 235).
This paper explains how the hearing loss of deaf persons affects communication, describes methods deaf individual s use to communicate, and addresses the role of interpreters in the communication process. The volume covers: communication methods such as speechreading or lipreading, written notes, gestures or sign languages, the increasing acceptance by colleges and universities of proficiency in American Sign Language as the fulfilment of foreign language requirements, the most effective and efficient ways of facilitating communication between hearing and deaf persons, steps toward becoming an interpreter, types of interpreting, work settings in which interpreters are needed, the certification process and types of certificates, procedures for securing interpreters, guidelines for using an interpreter effectively, and suggestions for maximizing communication between deaf and hearing people when an interpreter is not available.

Schnell, J. A. (1988). Applied interpersonal communication in a cross-cultural context: The use of interpreters as an interrogation technique when interviewing Spanish speaking individuals. (ERIC Reproduction No. ED 300 860).
Interrogation of Spanish-speaking persons by English-speaking officials continues as the result of continued U. S. involvement in Central America. The use of bilingual interpreters, when applied correctly, enhances interpersonal communication in cross-cultural contexts. Analysis of the interrogation situation reveals the need for interpersonal sensitivity. The use of an interpreter in the interrogation process is discussed within this paper because the interpreter serves as a bridge of understanding within the interrogation process. There are verbal and nonverbal communication elements which are central to successful interactions, and include the specific language, the tone of voice, the inflections and the intent. The setting in which the interaction occurs is also important.

Texas Higher Education Coordinating Board. (1988). Intensive training seminar for American Sign Language interpreters, post-secondary employment emphasis. (ERIC Reproduction No. ED 301 249).
The intensive four-week seminar described in this report was designed for sign language interpreters currently employed or desiring employment in public post-secondary technical and vocational education. After explaining the objectives of the seminar, its targeted participants, and the training structure, the report presents an outline of the topics covered and the instructional methods used for each of the 18 training and 2 evaluation days of the institute. The report lists other schools where similar training is conducted and provides copies of the training materials used during the institute.

RESEARCH FINDINGS AND GOVERNMENT DOCUMENTS WITH IMPLICATIONS FOR LEGAL PROCEDURES AND POLICY IMPLEMENTATION ON BEHALF OF LIMITED ENGLISH PROFICIENT HANDICAPPED LEARNERS

Agee, J. L. (1987). Challenge of excellence. Annual Report, 1986. Sacramento, CA: California State Department of Education, (ERIC Reproduction No. ED 289 247).
This report describes some of the major activities currently under way across California to implement education reforms. The achievements described focus on raising standards in California schools, providing technical support to school districts, charting progress at the local level through a statewide accountability program. Specialized programs including special and bilingual education, child development and dropout prevention are discussed.

Baca, L., Fradd, S. H. & Collier, C. (in press). Progress in preparing personnel to meet the needs of handicapped limited English proficient students: Results of a survey in three highly impacted states. Journal of Educational Issues of Language Minority Students.
Administrators and training participants were surveyed in three different states highly impacted by the presence of handicapped limited English proficient students, California, Colorado, and Florida, to determine their perspectives on training priorities for personnel preparation of persons working with handicapped limited English proficient students. In addition to the survey results, this article identifies commonalities in the priorities within the three states. The results address the need for the establishment and implementation of training programs and policy on behalf of limited English proficient handicapped students and their families.

Braden, J. P. & Fradd, S. H. (1988). Proactive school organization: Identifying and meeting special population needs. National Association for Bilingual Education (NABE) Journal, 13(1), 1-20. (EJ 391 044).
Rather than waiting until students are referred for special education consideration, administrators and teachers are encouraged to think proactively to organize school program and policy to anticipate students' needs and develop resources that are effective with groups rather than individual students. These proactive efforts designed to move policy development away for the identification and service of students on an individual basis, reacting to individual needs and labeling students in ways which have long-term negative consequences, and toward the use of group measures for anticipating developmental needs of specific groups of students. Suggestions are offered for formally and informally assessing students, hypothesizing their educational needs, developing interventions and instructional programs responsive to these needs and testing and evaluating the effects of these efforts.

California State Department of Education. (1988). Building the future: California educational reform. Annual report, 1988. (ERIC Reproduction No. ED 309 532).
This document describes the progress made by the California public education system after the passage of Proposition 98 established a stable funding base for education. Both policy and programatic issues of discussed, and include information on both bilingual and special education programs.

Cloud, N. (1988). ESL in special education. ERIC Digest Washington, D.C: ERIC Clearinghouse on Languages and Linguistics (ERIC Reproduction No. ED 303 044).
The instructional needs of limited English proficient student in special education programs are discussed. Challenges for the development of effective programs are considered including prevention of inappropriate referrals, cross-over teacher training, and development of materials appropriate to the unique needs of the target students.

Correa, V. I., Gollery, T. J. & Fradd, S. H. (1988). The handicapped undocumented alien student dilemma: Do we advocate or abdicate? Journal of Educational Issues of Language Minority Students, 3, 41-48.
The school's responsibility for educating handicapped limited English proficient students is examined in light of current immigration law and policy. Concerns about involving undocumented parents in the referral, assessment, placement process are discussed. Educators are encouraged to consider their responsibility to students and families, whether they have an official documented status or not.

Fernandez, A. & Pell, S. W. (1989). The right to receive bilingual special education. West's Education Law Reporter, 53(4),1067-81.
This analysis of the legislation, regulations, and court decisions regarding limited English proficient students and exceptional students provides a framework for the education of these students in terms of their right to bilingual special education the case of Jose P. v Ambach explicitly confirmed this right, and is discussed in depth within this article.

Figueroa, R.A., Fradd, S. H., & Correa, V. I. (1989). Bilingual special education and this special issue. Exceptional Children, 56 (2), 174-178. (EJ 399 086).
Bilingual special education is a relatively new discipline that has emerged because of problems faced by linguistic minorities with special educational needs. As current research studies indicate, the progress and innovations ushered in by P.L. 94-142 have not been fully extended to linguistic minorities. The October 1989 issue of Exceptional Children addressed some of the difficulties encountered by minority language students in special education. It is a first of a kind in that it focused on one specific language and ethnic group, handicapped Hispanic students. The issue entitled,"Meeting the multicultural needs of the Hispanic students in special education," provides an overview of concerns related to the need of mildly handicapped students. This article concludes the issue and focuses on policies and efforts to extend educational services to meet a broad range of needs within Hispanic communities across the nation.

Fradd, S H. & Others. (1985). Meeting the educational needs of limited English proficient students: Policy issues and perspectives. Teacher Training Monograph No. 1. Gainesville, FL: College of Education, University of Florida. (ERIC Reproduction No. ED 269 535).
This monograph examines education and policy issues related to the needs of limited English proficient students. Federal involvement in educational policy on behalf of these students and issues of educational services is examined. Four cases involving the rights of the targeted students are discussed. Major legislation in this area is described including special education initiatives.

Friedman, G. I. & Others(1988). New York City Bilingual Education Technical Assistance Center, 1986-1987 O.E.A. Evaluation Report. (ERIC Reproduction No. ED 298 787).

This report describes the activities of the New York City Bilingual Education Technical Assistance Center including training for special education programs and cooperative agreements with the Division of Special Education to serve handicapped limited English proficient students.

Holtzman, W. H., Jr. & Others. (1986). Characteristics of limited English proficient Hispanic students in programs for the mentally retarded: Implications for policy, practice, and research. Part II. Austin, TX: University of Texas , Department of Special Education. (ERIC Reproduction No. ED 290 309).

This document describes practices in three Texas school districts concerning referral, assessment and placement of limited English proficient Hispanic students in programs for the mentally retarded and the impact on effectiveness of services for this population._ The mean age of referred students was 7 years and 4 months and the main reason for referral was lack of academic progress. More than 75 percent of students' families used Spanish as the primary home language. Teachers generally rated these students as having low language proficiency in English. Information about the language used in administering standardized tests was typically not recorded. Available data suggested that the subjects may have been, in fact, mentally retarded. That classification was signed when low scores across measures left little doubt. Thus, districts seemed to identify the more severely retarded students, while mildly retarded students may not have been adequately served. While safeguarding schools against litigations, this practice may deprive handicapped students of needed specialized services. Policy recommendations, suggested practices, and further research needs are included.

Macmillan, D. L., Hendrick, I. G. & Watkins, A. V. (1988). Impact of Diana, Larry P., and P. L. 94-142 on minority students. (NCBE Accession No. BE 016 256, 1-800-321-6223).

This article examines the impact of modifications in the identification process for students who may be educable mentally retarded students and in programming to meet their needs. It reviews two landmark California cases (Diana v. State Board of Education (1970) and Larry P. v. Wilson Riles (1971). Both cases were decided for the plaintiffs, and as a result provisions ensuring due process, parental involvement, nondiscriminatory assessment and placement into the least restrictive environment were incorporated into P.L. 94-142. These policy changes were designed to afford greater educational equity, but evidence has indicated that minority children are not well served as a result. Racial isolation and reverse racism continue to be problematic outcomes. It is possible that implementation of P.L. 94-142 and related court decisions have actually produced a narrower range of appropriate educational programs for these students by reducing or eliminating some remedial options in regular education. Further, the movement toward educational excellence in the schools appears to have imposed on marginally achieving students certain standards that almost ensure school failure. Continued vigilance is proposed on behalf of minority handicapped and marginally achieving students.

Massachusetts State Board of Education. (1987). Making teaching a major profession: Recommendations of the joint task force on teacher preparation. (ERIC Reproduction No. ED 303 419).
Suggestions for improving teacher training are discussed. Grade and area specialization including bilingual and special education training are addressed.

Michigan State Board of Education. (1987). Program suggestions for the provision of special education services to limited English proficient students in Michigan schools. Lansing, MI: Author. (ERIC Reproduction No. ED 303 953).
This document outlines processes necessary for the identification of and educational planning for limited English proficient students who may be eligible for special education programs in Michigan. This guide outlines procedures for pre-referral, referral, evaluation, use of interpreters and translators, academic assessment of language functioning, educational assignment, continuum of services in special, bilingual and English language education, instructional techniques, and funding sources.

New York State Education Department. (1988). The time for assertive action: School strategies for promoting the education success of at-risk children. Report of the Commissioner's Task Force on the Education of Children and Youth At-Risk. (ERIC Reproduction No. ED 303 534).
Fourteen program recommendations and seven fiscal recommendations for improving services for at-risk students including those who are handicapped and limited in English proficiency are included in this report.

Ortiz, A. A. & Polyzoi, E. (Eds.)(1986). Characteristics of limited English proficient Hispanic students in programs for the learning disabled: Implications for policy, practice, and research. Part I. -Report summary Austin, TX: University of Texas, Department of Special Education, (ERIC Document Reproduction No. ED 182 578).
An exploratory and descriptive study is reviewed which examined the identification and placement of 334 limited English proficient Hispanic students, grades 2-5, in learning disability programs. Students eligibility founders were examined to determine why they had been referred initially, how they were assessed, and to document the initial placement decision. district policies related to referral, assessment, and placement were also examined. The bulk of the report presents specific research questions, identifies data and statistical treatment, and summarizes results for the following topics: most frequent reasons for referral, grade and age level, retention history, socioeconomic background of referred students, comprehensive individual assessment including the types of tests used, language used to administer achievement and intelligence tests, scores on specific commonly used psychometric instruments, and placement including primary and secondary handicaps, composition of the referral and the admission, review and dismissal committees. Recommendations for policy, practice and research in pre-referral and referral, assessment, eligibility criteria, and placement committees conclude the report.

Ortiz, A. A. & Yates, J. R. (1988). Characteristics of learning disabled, mentally retarded, and speech-language handicapped Hispanic students at initial evaluation and reevaluation. Paper presented at the Ethnic and Multicultural Symposia, Dallas, TX, 1986. (ERIC Reproduction No. ED 298 705).

The paper reports the results of a series of studies on the identification and placement of limited English proficient Hispanic students. Research findings relate to the referral, assessment and placement of student in programs for the learning disabled, mentally retarded, and speech and/or language handicapped. Policy and practice implications of the findings include the requirement that language assessment precede other assessments, recognition that in order to be considered handicapped, students must show evidence of a handicapping condition in both languages. Adaptations of assessment instruments and procedures should be documented and appropriate to the target native language and culture groups. Recognition of the fact that assessment instruments may represent students' minimal rather than maximum abilities is emphasized. Regular education personnel need to recognize their responsibility in improving the achievement of the target students.

Placier, P. L. (1990). The meaning of "at-risk:" Reform, rhetoric and policy responses in U. S. education. Dissertation abstracts international, 50 (12) 3916-A, (part 1).
Description of students as "at-risk" became a trend in educational policy and programming in the late 1980s. The term at risk was originally part of the specialized discourse of medicine and psychology, and related subfields of education such as special education and educational psychology. Due to the influence of national reform reports, the term became more common in the discourse of policymakers and practitioners. It was used as a descriptor of students, often low-income and/or minority students, likely to fail or drop out of school. The purpose of this policy analysis was to trace the uses and meanings of the term "at risk" through national reports, state education policies in Arizona, and district policies in a medium-sized school district with both rural and suburban schools. Analysis of reports and recorded interviews with state policy makers, district administrators, principals, and teachers identified differences in the meanings of the term "at risk" at different levels of the educational system. Groups at each level had particular interests in students, as reflected in their definitions of the problems of at-risk students and their policy recommendations. The most common consequences for students of being labeled at-risk were to be removed from the mainstream for special treatment, despite arguments of some researchers and theorists that educators need to rethink such approaches. There are implications for personnel serving handicapped limited English proficient students in terms of the need for clear definition of the as it is used by all involved personnel.

Richardson, V. & Others. (1989). School children at-risk. Philadelphia: Falmer Press. (ERIC Reproduction No. ED 306 343).
The study described in this book examined at close range the experience of 12 elementary students who were considered at-risk within the context of their specific classroom and school. Included were students with the classification of learning disabled and limited in English proficiency. Theoretical understandings of the social construction of at-risk status was examined as it operated within broader social constraints that create a set of enduring dilemmas for those involved in education. A set of proposals for reforming elementary schools to meet the needs of at-risk students, including those who are mildly handicapped, is offered.

Roden, G. (1988). Handicapped immigrant preschool children in Sweden, Western European Education, 20 (3), 95-107. (EJ 380 995).
This article examines provisions for the education of handicapped and immigrant students and the services offered to their families in Sweden. Topics include:

preschool education, mother-tongue activities, family services and training are discussed.

Rodriguez, J. C. (1987). Bilingual special education: Policy, development and implementation, the Portuguese experience in New English and curriculum and ESL content. Bridgewater, MA: Bridgewater State College. (NCBE Accession No. BE 016 050, 1-800-321-6223).

These volumes contain audio cassettes focussing on the process of policy development and implementation in bilingual special education. Experts in the field discuss theoretical underpinnings, and analyze educational concerns at local, state and federal and international levels. The process of policy development and implementation with regard to the Portuguese experience in New England concludes the offering.

U. S. Congress. (1987). S. 373. A bill to reauthorize the program of finance assistance to meet special education needs of disadvantaged children and to reauthorize Chapter 2 of the Education Consolidation and Improvement Act of 1981, through fiscal year 1993. Reported with an Amendment. 100th Congress, 1st Session. (ERIC Reproduction No. ED 291 830).

This document provides the text of Senate Bill S. 373 reauthorizing the program of finance assistance to the special education needs of children of low-income families, children of migrant parents, Indian children, handicapped, neglected, and delinquent children.

U. S. Congress. (1987). A compilation of federal education laws: Volume II- Elementary and Secondary Education, Education of the Handicapped, and Related programs. As ammended through December 31, 1986. Serial No. 100 E. (ERIC Reproduction No. ED 287 237). (ED 287 237).

This report provides full texts of federal legislation related to elementary, secondary and education of the handicapped and related programs including bilingual, special education, Indian education, and refugee assistance.

U. S. Department of Education, Office of Planning, Budget and Evaluation. (1987). Annual evaluation report, fiscal year, 1987. U.S. Department of Education. (ERIC Reproduction No. ED 291 336).

This document serves as a guide to 107 programs administered by the U.S. Department of Education. Program descriptions include: program profiles, fiscal year initiatives, program information and analysis, program administration and outcomes, planned studies, and contacts for further information.

Vasquez-Chairez, M (1988). Bilingual and special education: Procedural manual for program administrators. Cross-cultural Special Education Series, Vol 1. Sacramento, CA: California State Department of Education, Division of Special Education. (ED 300 977).

This handbook provides information on how school administrators can meet legal requirements when the same student population qualifies for both bilingual and special education programs. Legal streamlining of existing educational requirements is emphasized. Steps for combining the two separate laws into one single procedure, from referral to placement, are presented.

Verstegen, D.A. (1987). The lawmakers respond: Texas education finance reform (Part II): Correlational and equity analyses of current law with cross-time comparison. Paper presented at the Annual Meeting of the American Education Finance Association, March, 1987. (ERIC Reproduction No. ED 281 268).
Wide scale reform in Texas education financing was enacted in 1984 under the Equal Education Opportunity Act. This paper examines the reform through an analysis of the newly enacted weighted pupil Foundation School Program during the 1985-86 school year. Modes of inquiry were used to examine variables with respect to unequal expenditures for special programs such as bilingual and special education. The adjustment calculation are detailed and the measures utilized for the determination of equity presented. The analyses showed that a large portion of difference in total state and local revenue per pupil in Texas appears to be confined to approximately one-half of one percent or less of Texas students,.

Wexler, H. & Others. (1985). 1985 guide to department of education programs. American Education, 21(2), 2-30. (EJ 327 509).
This guide gives information about the requirements for applying for funding under individual federal education programs. It contains a glossary of terms, information on the types of programs available, and a list of regional representatives of the department.

EDUCATIONAL POLICY FOR THE DEAF

Council for Exceptional Children. (1988). Assessment and education of young Hispanic children with deafness. Abstract 20. Research and Resources in Special Education. Reston, VA: ERIC Clearinghouse on Handicapped and Gifted children. (ERIC Reproduction No. ED 304 826).
A summary is presented of the intake process of 12 Hispanic deaf and hearing-impaired children ages 3-8. The study collected data from formal assessment, case reports, and home and classroom interactions. The study revealed gaps between policy guidelines and actual practice, especially concerning the measurement of the needs and abilities of children and the active participation of parents. The study found that the school attributed the source of the problem to the child or home environment rather to the interaction of the child within the classroom environment. In general Hispanic parents demonstrated skill in providing strong supportive relationships within the family, but lacked the knowledge needed to make their voices heard in instructional settings.

SPEECH/LANGUAGE POLICY AND SERVICES

Duncan, D. M. (Ed.) (1989). Working with bilingual language disability. London: Chapman and Hall.
This is a comprehensive book written primarily for speech therapists and other personnel working with bilingual children and their families in the United Kingdom. The relevance of this publication for personnel in the United States may be somewhat limited because the two primary language groups receiving major attention here are Punjabi and Bengali. However, other aspects of the book may prove to be helpful both in terms of the work being developed and because the information on both theory and

practice. Topics covered include: assessment, working with interpreters, mainstreaming, preschool populations, and second language development.

Koenig, L. A. & Biel, C. D. (1989). A delivery system of comprehensive language services in a school district. Language, Speech, and Hearing Services in Schools, 20(4), 338-365. (EJ 400 667).
The language Services Department in the Cleveland Heights-University Heights City School District is described within this article. The framework of services provided through the department can serve as a model for the extension of language support services in the public schools. Traditional language/speech/hearing services are offered in accordance with PL 94-142, including early childhood intervention, bilingual education, and English as a second language programs, which are under the auspices of the department. It is the first program in the state of Ohio to include English as a standard dialect as part of language services. These comprehensive services are explained in the article.

Ortiz, A. A. (1987). Communication disorders among limited English proficient Hispanic students. Bilingual Special Education Newsletter, 5(1), 3-5, 7-8. Austin, TX: University of Texas. (NCBE Accession No. BE 016 633, 1-800-321-6223).
An ex-post facto study was conducted to describe the initial referral, assessment, and placement of limited English proficient Hispanic students in programs for the speech and/or language handicapped. Subjects were 124 elementary students from low income families. Of the 102 students for whom were available, Spanish was the home language of 73%, English for 20% and both for 7%. Data collected from the student special education eligibility folders included: linguistic sociocultural and other demographic characteristics, reasons for referral, performance on tests administered, individuals most frequently involved on placement committees, subjects' primary and secondary handicaps at the time of initial placement and amount of time recommended for speech and language therapy. There data were insufficient to determine whether the subjects were in the process of normal second language acquisition or whether their speech and language behaviors were symptomatic of speech or language disorders. The gravest concern to emerge from the data was that procedures used in diagnosing communication disorders virtually ignored the students' LEP status. Speech pathologists must assess native language skills as a prerequisite to interpreting English language performance and in attempting to determine the presence of a handicapping condition.

Ortiz, A. A., Garcia, S. B., Wheeler, D. S., & Maldonado-Colon, E. (1986). Characteristics of limited English proficient Hispanic students served in programs for the speech and language handicapped: Implications for policy, practice, and research. Part III. Austin, TX: University of Texas, Department of Special Education. (ERIC Document Reproduction No. ED 292 280).
This document is Part III of a research study examining special education service delivery for limited English proficient Hispanic students who have been placed in programs for the learning disabled, speech handicapped, and mentally retarded. The objectives of Part III of this study were: (1) identify the characteristics of Hispanic students referred, assessed, and placed in speech and or language handicapped programs; (2) examine district policies and practices governing special education services for limited English proficient students; (3) determine implications for improving

policies and practices in the referral, assessment, and placement of these students, and (4) suggest future research directions. Results indicated that the procedures used by speech and language pathologists in the identification and diagnosis of communication disorders virtually ignored students limited English proficient status. Analysis of school district policies showed little information was provided concerning safeguards to protect these students from being inappropriately placed in special education. Preliminary recommendations for delineating policy and improving practice are offered.

Wilkinson, C. & Ortiz, A. (1986). Characteristics of limited English proficient and English proficient learning disabled students at initial assessment at reevaluation Austin, TX: University of Texas, Handicapped Minority Research Institute on language Proficiency ERIC/OSEP Special Project on Interagency Information Dissemination. (ERIC Reproduction No. ED 283 314).

The policies and practices in the evaluation and reevaluation of LEP and non-LEP students classified as learning disabled in two urban Texas school districts is discussed in this report. Recommendations for improving the evaluation process include the use of natural language samples; written justification for the use of only English in the assessment process; eligibility criteria should be developed for minority language students; evidence of a language disorder in both languages. It is suggested that in order to provide appropriate services assessment personnel should be bilingual.

POLICY IN VOCATIONAL EDUCATION AS IT RELATES TO THE NEEDS OF HANDICAPPED LIMITED ENGLISH PROFICIENT LEARNERS

Axelrod, V. M. & Others. (1987). Guidelines for evaluating secondary vocational education programs for special populations. Columbus, OH: Ohio State University, National Center for Research in Vocational Education.

This publication offers 10 major policy recommendations for improving the evaluation of secondary vocational education programs for special populations and ultimately the programs themselves. In the 10 sections following an introduction, each of the policy areas is introduced by a brief overview. A policy recommendation is then made along with a brief rationale and overview of potential benefits.

California State Department of Education. (1986). Documentation guide for handicapped, disadvantaged, and limited English proficient students in vocational education programs and services. Sacramento, CA: Author (ERIC Reproduction No. ED 283 332).

The guide provides information to eligible recipients on how programs and services for handicapped, limited English proficient, and disadvantaged students who are enrolled in vocational education programs under the Carl D. Perkins Vocational Education Act, PL 98-524, must be documented in California. Specific questions are listed. Apendices provide federal mandates, state direction, and local options for available funds, and other relevant information.

Ciccone, J. K. & Friedenberg, J. E. (1988). Vocational special needs learners: Five years of research and development. Ohio State University, Columbus National Center for Research in Vocational Education, (ERIC Reproduction No. ED 303 673).

This publication is a review and synthesis of the last five years of the literature related to vocational education for special populations designed in the Carl D. Perkins Vocational Education Act. The document contains six chapters addressing such issues as efforts at recruitment of limited English proficient students, the need for training and rehabilitation within the prison systems.

Posey, V. K. (1989). Individual vocational education planning: A handbook for assistant principals for instruction, vocational teachers, special educators/support personnel, guidance counselors. Tuscon, AZ: Center for Educational Development. (ERIC Reproduction No. ED 310 612).

The handbook is intended to provide school administrators vocational teachers, special education teachers/ support personnel, and guidance counselors with the basic guidelines and strategies for implementing the Individual Vocation Education Planning process for disadvantaged, limited-English proficient, and handicapped secondary students in Tucson, Arizona. The handbook is also intended to help educators comply with requirements of the Carl D Perkins Vocational Act of 1984 and the Vocational Program Standards of the Arizona Department of Education. Background information includes a mission statement, legal compliances requirements and definitions of students with special needs and the individual plan The process is then outlined in terms of checklists and the communication flow for disadvantaged limited-English proficient, and handicapped students. Sample forms used are included. The final section provides definitions of handicapping conditions.